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A study was made to test the feasibility of a small college (located some distance from a city) establishing a residence unit within a slum or transitional area of a city. The purposes of such a program, in which students and faculty live in the city while continuing their normal course work, would be to: (1) enhance the curriculum by broadening the context in which courses are studied rather than adding new courses (2) rehabilitate housing units in which the project was located (3) participate in and render service to the community (4) provide college-age personnel to social service agencies already operating. The program is designed both to supplement existing community services and to respond to unmet needs within the community. The provision of college trained people functioning as MEMBERS of the community was aimed at countering a major weakness in community development--the lack of trained personnel. Research indicated that buying and rehabilitating demands large capital investments but the establishment of residence units on a rental or leasing basis is feasible and desirable. A small college can successfully initiate and implement such an urban residence program without capital outlay. Cost analysis of the project and analysis of the geographic area and choice of site are included; the course structure, social service opportunities, and the administrative problems of implementation are discussed. (JS)

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# FEASIBILITY OF URBAN SERVICE OPPORTUNITY AND CURRICULAR AMPLIFICATION

July 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education
Bureau of Research

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FINAL REPORT
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# FEASIBILITY OF URBAN SERVICE OPPORTUNITY and CURRICULAR AMPLIFICATION

## "THE ST. LOUIS PROJECT"

Robert V. Guthrie and others

MacMurray College

Jacksonville, Illinois

July 1968

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## PREFACE

This report is the result of a committee endeavor. Both students and faculty have aided vastly in gathering and correlating the data.

The original idea was first proposed by a student who has graduated from MacMurray College and will never be able to take advantage of the project should it become a reality.

Other students have worked diligently in preparing and gathering information but they too will not be able to take advantage of the project.

The sub-city questionnaires and percentage figures are part of the neighborhood manuals being presently prepared by the St. Louis Model Cities Agency and the Human Development Corporation of St. Louis.

Acknowledgement is herein given to the Human Development Corporation of St. Louis, Missouri for supplying vast amounts of socio-demographic information; to the Model Cities Agency of St. Louis, Missouri for their zealous cooperation. Special thanks are due to Mrs. Elizabeth Kleindienst (Director of research and planning Model Cities Agency), whose advice, cooperation and encouragement saved the researchers vast amounts of time.

## SUMMARY

The following project entitled "The St. Louis Project" originated in 1966 by a student and faculty committee which felt that the high quality education desired by such colleges as MacMurray could not be fully realized unless some exposure to the urban situation was part of the curriculum.

It was conceived that a group of students and faculty go to a slum area in St. Louis, live in the community, rehabilitate a group of houses, maintain them and subsequently rent the apartments not used by faculty and students to people in the neighborhood. This was to be done while at the same time working through a course of study as if the faculty and students were campus located.

Since many small colleges have been located traditionally some distance from major urban complexes how can the curriculum of these institutions be expanded to include the experience without losing the small liberal arts college uniqueness?

This question was addressed in an effort to see if some urban social service experience could not satisfy this need. The original plans were to concentrate on the rehabilitation aspect thus regenerating the physical aspects of the area in which a unit of students and faculty could locate.

The plan which stressed rehabilitation has proven to be possible but extremely expensive. Most small liberal arts colleges simply do not have the capital necessary to implement such a plan. However, the idea still has great merit.

Subsequent research has indicated that other variations are quite feasible and wholly desirable. The plans include having a college rent a suitable building or buildings in an area (with neighborhood action agency cooperating.) With this plan all the advantages of the project without the large capital investment can be achieved.

Thus any curriculum of any institution can be expanded or amplified with a minimum expenditure. This will not only benefit the student by the amplification, but bring an enthusiatic and supervised group of young college people into an urban setting. This

combination duplicated in dozens of cities by many small colleges, can place thousands of people into a service relationship to a city and deploy man-power in a highly concentrated and effective direction.

The census data used are not accurate for present day analysis. They do not reflect the present condition of some areas. Many of the blocks studied have changed in in the last month. Estimated data from the Human Development Corporation survey are as accurate as any data available. Spot checks of key blocks indicate a reasonable degree of accuracy on the part of the H.D.C. survey material.

## Statement of Goal - St. Louis Project:

The continued health of the American society -- perhaps its very survival -- demands a high and rising awareness of social responsibility on the part of the people. For the socially responsible person, the welfare of his fellow man is of deep personal concern. That depth of concern comes from a succession of social interactions, beginning in infancy, and from the ability to attack with understanding the complex problems that face the nation and the world.

Development of the ability to think and understand is, overwhelmingly, the responsibility of the schools and colleges. The role of the schools and the colleges in providing the necessary social experiences can be as large as the community is willing to grant and as the maturity of the students will permit.

---Social Responsibility in a Free Society,
The Educational Policies Commission
of the National Education Association
of the United States and the American
Association of School Administrators,
1963

## PART ONE:

## St. Louis Project Analysis and General Description

The rationale for the program entitled "Urban Service Opportunity and Curricular Amplification" is simple. It is believed that the city provides the best modern context in which to frame and test human values. MacMurray College is a liberal arts college with a strong humanities emphasis. It is further believed that this humanities emphasis can be both amplified in its application and intensified in its content. The city today is the best field for any learning process. Because much emphasis is placed upon special programs such as urban problem analysis, on special educational programs for deprived city children, it is felt that a program which is considered a necessary part of the "educated man," e.g., arts, literature, science, social sciences, can be better communicated and understood in the urban context.

Therefore, the field work within the social service agencies is the human laboratory in which to test the essential values learned or studied within the humanities context.

MacMurray College in its statement of aims (Re: College Catalogs 1963-1968) clearly allows for this project to become an integral part of the entire curriculum:

> "In a liberal education the student explores what it means to be a human being. We intend this to be his own adventure: studying at first hand the documents, especially those of the classic and Judaeo-Christian traditions,...engaging actively in the investigations of the basic ideas and problems in the sciences, social sciences, and humanities, and developing the power to express himself effectively in spoken and written form.... we provide an environment in which each student may realize his potentialities."

The modern environment "in which each student may realize his potentialities" must include some orientations to the city if MacMurray College's future is to remain consistent with its aims. More than 90% of the population of the United States now resides in urban places and each year the population living within the boundaries of the Standard Metropolitan Statistical Areas increases. It is becoming difficult to justify not having a program that involves urban life, rather than justifying having one.

The MacMurray College curriculum has already built into it possibilities for study abroad, semester in Washington, semester at Drew (United Nations). It would not require any major curriculum change since the time spent within the St. Louis Project would be within the normal sequence of course load if the student were actually resident on the campus. In the St. Louis project no major alteration to the curriculum is envisioned, only the context changes.

Thus a student may elect the St. Louis Project in his first semester senior year. In this case he would be enrolled in Humanities V (Greek, Roman, Oriental Works, Dante).

Assuming he had carried a full load during his other semesters he might elect an advanced Social Science course, an independent study in literature and receive full course credit (Pass, Fail grade) for his field work and written evaluation of this experience.

Although this is a possibility because of the heavy time demands it is recommended that the student take only the required humanities course, one advanced social science or natural science course, and the field work and evaluation course. This would give the student a total of 12 semester hours credit for his work.

The curriculum outline for MacMurray College is:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Senior Year | Hum. V,VI Lit. 8 sem. hrs. | Major Courses Electives TOTAL 24 sem. hrs. | | | | 32 hrs. | ← St. Louis Project optional first or second semester. |
| | Summer Abroad Optional | | | | | | ← St. Louis Project optional |
| Junior Year | Hum. III,IV Philosophy-Religion 8 sem. hrs. | Major Courses Electives TOTAL 24 sem. hrs. | | | | 37 hrs. | ← St. Louis Project optional first or second semester |
| Soph. Year | Hum. I or II The Arts 4 sem. hrs. | Foreign Lang. 8 sem. hrs. or elec. | Phys. Ed. 2 hrs. | Major Course Electives 20 sem. hrs. | | 34 hrs. | |
| Fresh. Year | Fund.of Civilization 8 sem. hrs. | Foreign Lang. 8 sem. hrs. | Science 8 sem. hrs. | Rhetoric 8 sem. hrs. | Phys. Ed. 2 hrs. | 34 hrs. | |

This curriculum called the MacMurray Plan could be augmented successfully while not losing either its economical or academic purpose. Since the St. Louis Project would by its nature require a higher intensity of community life than afforded by the relative isolation of campus life only those students in the upper classes will be considered as likely candidates. Insofar as the required curriculum is concerned it would require either the professor normally assigned to teach the course or one qualified to do so.

Therefore the conclusion is that this project would serve to strengthen the achievement of the aims of MacMurray College and to give it added distinction among institutions of higher learning. The Statement of Aims of the college, as adopted in the Spring of 1962 by the Faculty and Board of Trustees, is as follows:

> MacMurray College offers a liberal arts education. This means, first and foremost, developing the intellect: its arts - exact observation, logical thought, and clear expression; and its virtues - sympathetic insight, aesthetic awareness, spiritual understanding, and social and religious concern. We believe with Socrates that "the unexamined life is not worth living," and with Pascal that "to think well is the principle of morality."
>
> In a liberal education the student explores what it means to be a human being. We intend this to be his own adventure; studying at firsthand the documents, especially those of the classic and Judeo-Christian traditions, which mark turning points in the spiritual and intellectual development of Western man; engaging actively in the investigation of the basic ideas and problems in the sciences, social sciences, and humanities; and developing the power to express himself effectively in spoken and written form.
>
> A liberal education is focused on the individual. We provide an environment in which each student may realize his potentialities - his power, freedom, and responsibilities. We wish him especially to prize and exercise the freedom of mind and independence of judgement which are vital to American democracy, and develop habits of thought and study that will lead into lifelong enjoyment of intellectual pursuits...(emphasis added)

Thus MacMurray College is clearly committed to the Christian idea that the intellect must not be placed in a different compartment from everyday

life and its ethical problems, that thought and action are not to be separated from one another but intimately joined through the medium of "sympathetic insight, aesthetic awareness, spiritual understanding, and social and religious concern."

Numerous recent studies have shown all too often the American College fails to achieve this unity which stands at the root of the concept of a liberal education. Too many students receive a college degree never having tested their basic attitudes and approaches to life in their college experience.

Merely enumerating a few of the great problems of the Twentieth Century - race relations, anomie, automation, the renewal of the environment, the restoration of community, poverty admist plenty - illustrates the degree to which these problems come to a focus in the city. The "Semester in the City" program (St. Louis Project) would demonstrate in a most concrete manner the commitment of the college to the belief that concerns of the classroom, far from being irrelevant to the problems of everyday life, are directly connected to them in the most intimate way. It would achieve this by directly confronting the students involved with city life and providing a practical and promising attempt to reconstruct that life on a humane basis. More significantly, this experience would be brought continuously into the classroom in a form which would cultivate the <u>insight</u>, <u>awareness</u>, <u>understanding</u>, and <u>concern</u> which constitute the virtues of the intellect; thus the confrontation with city life would be guided and clarified by the classroom work.

The program would bring thirty to forty students from MacMurray and/or other similar colleges and universities, and three resident faculty members, to an academic program which takes its field of knowledge, the city, in all its manifold aspects, and simultaneously involves them as positively motivated and practicing citizens of a St. Louis Neighborhood which is attempting to establish itself on a more viable basis.

From the point of view of the college, the chief benefit of the program would be as a vital adjunct to its educational program, two other very significant purposes would be served. The Model Cities program of the city of St. Louis, with the support and aid of the federal government, has begun a coordinated attack on the problem of reconstructing the city. By locating either in one of the "sub-cities" of the Model Cities Program, or immediately adjacent thereto, the St. Louis Project would thus be working in an area where the necessary capital investment and professional planning efforts are assured, but which would not be subsequently destroyed by an unanticipated renewal project. The students, in turn, would aid this program by their idealism, their

legwork, and their intimate involvement with the people of the area. Furthermore, there is reason to believe that such a program would add to the existing fund of human knowledge. A great deal of research has been done on the pathology of the American city. There is now emerging, however, a new conception of the intrinsic worth of the city - one which gives hope of a renaissance of city life. The opportunity for testing this against the attempt to put it into practice on an unprecedented scale should thus be of great benefit to society at large. It is not unreasonable to assume that this project duplicated many times by hundreds of institutions could affect a radical revitalization of vast areas of American cities. Three plans follow. While the first alternative clearly offers great advantages for the achievement of the aims of the project, matters of feasibility (especially as related to obtaining necessary capital funds) may dictate selection of the second, or third. After the plans are described with cost analysis estimates there follows supportive material in the form of description of the proposed curriculum, the pattern of field work, the proposed area, and financial and administrative data.

## Plan I

1. That MacMurray College purchase in St. Louis, Mo. eight to twelve buildings in a deteriorating neighborhood on the border of one of the slum areas encompassed in one of the five "sub-cities" of the Model Cities Agency program.

2. That the College rehabilitate, (possibly through the good offices of the various local agencies resident in each of the sub-cities), these eight to twelve houses and install in most of them several students as resident-superintendents. In the remaining building, faculty and seminar rooms. The remaining apartments (in the other buildings) would be rented to any family having need of low-cost housing.

3. As currently conceived, the program would involve approximately 20 students hopefully as many as twenty-five to thirty students from other area colleges.

4. The students would pursue a full 16 credit-hour program which would be divisible into four hours of field work, and twelve credit-hours of academic work, all phases supervised by the three resident professors. The students would pay full tuition, room and board to the college, while their maintenance work on the houses would be viewed by the college as student employment and thus would receive normal student compensation. (This could be supplemented by the Federal College Work-Study Program.) The field work would consist of internship programs with various health and welfare organizations in the community in which the project would be located, student teaching in neighborhood schools, (for qualified interns) and also industry work with the Model Cities Program. In addition, the program, as it became more adapted to and accepted in the area, would provide direct social services to the neighborhood. The program would thus combine "on the job" training with experience in the problems of Urban Sociology, Social Psychology, City Planning, Urban Government and Politics, and Education, along with an intensive academic program which would stress an integrated, liberal, and competent analysis of the 20th century city from the perspective of many disciplines.

5. It would also thus amplify in latitude and depth the basic program which exemplifies MacMurray College's unique approach.

Estimated Cost Analysis for Plan #1.

Plan #1 Costs

I. Basic Investment
   A. 8 to 12 houses at $6,600 each (1)
      Total Cost for 8 - $52,800
      Total Cost for 12 - $79,200
   B. Rehabilitation
      1. for 8 houses at $2,000 (2) $16,000 (total)
      2. for 12 houses at $2,000 $24,000
      3. for 8 houses at $6,000 (3) $48,000
      4. for 12 houses at $6,000 $72,000
      (These represent figures of the upper and lower extremes of rehabilitation costs -- median costs for 10 houses would be $40,000)
   C. Furniture (4)
      1. For nine student dwellings @ 200 per dwelling -$1800
      2. For three faculty residences @ 600 $1800
      3. For three seminar rooms @ 100 $ 300
      4. Utensils, pots and pans $ 300
      5. Refrigerator, stove, and freezer $1200
      Total $5400

Maximum Basic Investment -- $156,600

II. Recurring Maintenance Costs
   A. Taxes -- $100-300 per house per year (5)
      1. 8 houses at $100 $800 (total)
      2. 12 houses at $100 $1200
      3. 8 houses at $300 $2400
      4. 12 houses at $300 $3600
   B. Utilities (6)
      1. Gas and electricity $60 per month per house
         a. for eight houses $5,760 per year
         b. for twelve houses $8,640 per year
      2. Air conditioning $40 per month per house during the summer
         a. for eight houses for 6 mo. $1,920
         b. for twelve houses for 6 mo. $2,880
      3. Phone $10 per mo. per house
         a. for eight houses $960
         b. for twelve houses $1440
   C. Incidental repairs $25-50 per month per house (7)
      1. for 8 houses at $25 -- $2,400
      2. for 12 houses at $25 -- $3,600
      3. for 8 houses at $50 -- $4,800
      4. for 12 houses at $50 -- $7,200

D. Insurance [8]
$100 per year per house -- $800 - $1200 per year

Maximum Total
Recurring
Maintenance Costs -- $13,440

III. Recurring Operating Expenses for Two Semesters
A. Faculty salaries $40,000 per year [9]
B. Board for 40 people $240 per week per year (2 semesters)
(for 40 people) $8,400
C. Student compensation for maintenance work [10]
1. $408.80 per week
2. Per 2 semesters -- $14,308
3. Average student earning per semester--$189.00
D. Lease of one service vehicle--$2,000 per semester, $4,000 per year (incl. gas, oil, & maintenance)
E. Curriculum budget -- $2,000 per semester, $4,000 per year
F. Additional Employees
1. One half-time secretary $2,500
2. Stationery and Postage $200
3. Telephone $200
4. Travel expenses $200
5. Printing costs $200
Total $3,300

Maximum Total for Recurring
Operating Expenses $84,008

IV. Summary Costs

| | | |
|---|---|---|
| A. | Initial investment costs: | $156,600.00 |
| B. | Annual recurring maintenance costs: | $ 13,440.00 |
| C. | Annual recurring operating costs: | $ 84,008.00 |
| | Total first year | $254,048.00 |

Plan #1 Income and Expected Revenue

I. Rents -- average rent in area $56 per month
A. 1. Median rent in area $56 per mo. per apartment
2. Average no. of apartment per building rentable is four
B. Assuming full occupancy and no rise in rent after remodeling
1. a. 8 houses -- $1,792 per month
b. 12 houses -- $2,688 per month
2. a. per year 8 houses -- $21,514
b. per year 12 houses -- $32,256

II. Additional tuition and room and board payments not ordinarily collectable

A. $1,307 per student per semester

B. Total per year -- $78,420 for 30 students (11)

C. Total tuition, room and board (students and faculty) $81,045

III. Total Revenue

| | |
|---|---|
| A. 12 house base | $32,256 |
| B. Additional Tuition Income | $78,420 |
| C. 30 students, 3 faculty | $110,676 |

IV. Funds required from foundation and government agencies:

| | |
|---|---|
| | $143,372 |
| Anticipated Revenue | $ 110,676 |
| Total | $254,048 |

## Plan II

1. This plan is based on the assumption that the large capital investment required of Plan I is not available. Therefore it is proposed that MacMurray College, rent for one year, with option to buy at the end of that year, four to five single family dwellings which would be rehabilitated by the local corporate agency in the sub-city.

2. These single family houses would be wholly student and faculty occupied.

3. This program would involve approximately 40 students and 3 faculty residents.

4. The students would pursue the same course of study as outlined in Plan I. The only change in the two plans is the renting of houses for the project rather than involving a more comprehensive kind of community rehabilitation.

Note: Mr. A. Donald Bourgeois previous director of Model Cities Program (St. Louis) urged participation in his program and indicated that here was a role for student in the survey stages. He further indicated that the Model Cities program might be willing to cover some of the operating costs of the program in addition to paying a number of students for their participation in his agency's operation.

Estimated Cost Analysis for Plan #2

Plan #2 Utilizing rental property

I. Rental for 1 year
   A. 40 students (10 apartments @150) $18,000
   B. 3 faculty members families (to pay rent)(12)
   Total $18,000.00

II. Recurring Maintenance Costs
Same as in Plan #1 but 5 houses rather than 8 - 12;
   A. Taxes (None)
   B. Utilities
      1. Gas and electricity -- $60 per month per house or $720 per house per year - $3,600.00/year total
      2. Air Conditioning -- $40 per month per house or $240 per house per year - $1,200.00/ year total
      3. Phone -- $10 per month per house or $120 per house per year - $600.00/year total
   C. Incidental repairs and upkeep: $250/mo. or $3,000.00 per house per year - $15,000.00/year total
   D. Insurance -- $100 per house per year or $500 per year
   Total $20,400.00

III. Recurring operating expenses for two semesters
   A. Faculty salaries -- $40,000 per year
   B. Board for 40 people ($240/wk. $8,400)
   C. 1. Student compensation for maintenance work -- $7,154 per two semesters
      2. Average student earning per semester $90
   D. Lease or service vehicle same as in Plan #1 -- $2,000 per year includes gas, oil, and maintenance
   E. Curriculum budget - $2,000 per semester/$4,000 per year
   F. Additional Employees (Identical to plan #1) - $12,000
   G. Administrative costs for supervising committee @MacMurray (Identical to Plan #1) $3,300
   Total $76,854
   Total Cost First Year $115,254.00

Plan #2 Income and Expected Revenue

I. Rents (None)

II. Additional tuition and room and board payments not ordinarily collectable
   A. $1,307 per student per semester
   B. Total per year $ 78,420/30 students
   $104,560/40 students

C. 3 faculty members room and board @ $865, total $2595.00
D. Total tuitions room and board 30 students and 3 faculty
$81,015
40 students and 3 faculty $107,155

III. Total Revenue - 1st year $81,015 30 students/3 faculty
$107,155 40 students/3 faculty

IV. No foundation or governmental funds necessary.

## Cost Analysis Explanatory Notes

1. Taken from 1960 Census figures for the area. The area has deteriorated and thus the cost of the buildings would be less.

2. Rehabilitation estimates are made on the basis of information supplied by the Bi-Centennial Corporation, not on the basis of particular houses.

3. Ibid.

4. Figures based on previous experience at the Chocolate House an affiliate program sponsored by Webster College, Washington University and Bi-Centennial Corporation.

5. Taxes vary widely but ordinary tax differentials include these limits 1967 tax records.

6. These figures are based on the experience of the Chocolate House, a tripartate project of Webster College, Washington University and the Bi-Centennial Corporation.

6. Ibid.

8. Based on information supplied by Bi-Centennial Corporation said insurance company estimates for total value replacement each unit.

9. The three faculty members salaries would be paid according to contract rate.

10. These figures are based on a student compensation rate of $00 per hour and 12 working hours per week/per student. The rate of $1.50 or $1.60 may be maintained by participation in work-study program.

11. MacMurray College Catalogue 1966-67.

12. Faculty members' residence would of course pay room and board.

## PROPOSED CURRICULUM

The proposal is based on 30-40 students and 3 resident faculty members (in Philosophy-literature and social sciences), for a regular 15 week semester and 16 hours of academic credit. This will be divided into 12 credit hours for regular academic work and four credit hours for field work. The program would involve extensive student - faculty inter-action and would strive for a sense of being a unified academic community. Because of the intense life style required of each student it is recommended that a student make a one course reduction in his total program.

The field work would be done with the Model Cities Program, with various social service agencies, in student teaching, in community programs to be established by the Project. The various types of field work are described in a later section. The field work would occupy approximately 12 hours per week of the student's time, in some cases this could extend into a longer period of time. Each student would write a paper on his field work experience, in which he would relate this experience to the academic content of the program. These papers would also serve as a basis for evaluation of student's ability to relate the experience to the academic part of his program. The groups doing various types of field work would meet for a one-hour session each week to discuss, evaluate, and plan their work. The whole group would meet for a two-hour session each week during which the various field work groups would report to the rest of the group. This would serve to keep the entire group informed and to effect some evaluation and coordination of the program as a whole.

The academic program would stress an integrated analysis of the 20th century city from the perspective of many disciplines. It would be roughly divisible into 4 credit hours of literature (satisfying either the Humanities V or VI requirement) and 8 credit hours from the perspective of the social sciences, although the two would be closely coordinated. One-third of the academic time (4 hours per week) would be lectures, mainly from the social science perspective. Occasionally, supplementary lectures would be given by outside resource persons. Lectures would be attended by all students and faculty. The remaining two-thirds of the academic time would be spent in seminar. The students would be divided into three groups of twelve or fifteen. Each group would meet for 8 hours per week, probably for four two-hour sessions. Normally, two faculty members would be present at every session. Each student would be responsible for three papers during the semester, to be read, criticized, and discussed in the seminar. The seminar time would be divided equally between the literature and social science parts of the program.

Attached is a sample week's schedule.

1. The lectures would be held on weekday nights and on Saturday mornings, and would be the responsibility of the social science professors.

2. Field work meetings would be held on Sunday evenings.

3. Three seminar meeting times are envisioned -- 8 a.m. to 10 a.m.; 10 a.m. to 12 noon; and 4 p.m. to 6 p.m. This would leave ample time in which to schedule the field work of the members of each seminar group during the day.

4. The literature professor would lead two of the meetings of each group during the week.

5. Each of the social science professors would lead one of the remaining two meetings.

6. The professors would distribute themselves so that there would be one professor at each seminar meeting in addition to the professor leading the seminar. Each professor would thus be spending 12 hours in seminar each week. (A normal teaching load for MacMurray faculty)

Each student's schedule of field work, lectures, seminar meetings, and co-op work (e.g. maintaining the apartments, preparing meals, cleaning, etc.) would be required to show adequate time left over for study, (a minimum of 24 hours per week). A sample tabulation of the hours a student would spend in the various activities is attached.

## PROPOSED SCHEDULE:

| | | MON. | TUES. | WED. | THURS. | FRI. | SAT. | SUN. |
|---|---|---|---|---|---|---|---|---|
| | 8 | Brkfst. | Brkfst. | Brkfst. | Brkfst. | Brkfst. | Brkfst. | Brkfst. |
| | 9 | AX | AW | | AX | AZ | | |
| am | 10 | " | " | | " | " | L | |
| | 11 | BW | BX | | BZ | BX | | |
| | 12 | " | " | | " | " | | |
| | 1 | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch |
| | 2 | Field | Work | Field | Work | Field | Work | |
| | 3 | " | " | " | " | " | " | |
| | 4 | CZ | CX | | CX | CW | | |
| | 5 | " | " | | " | " | | |
| pm | 6 | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner |
| | 7 | | | | | | | |
| | 8 | L | L | | L | Field Work Evaluation Sessions | | |
| | 9 | " | " | | " | | | |
| | 10 | | | | | | | |

A Seminar Groups
B 10 - 15 students
C

X = Humanities Professor
W-Z= Social Science Professor
L = General Lecture (All faculty-Students present)

Time Distribution

| | Week |
|---|---|
| Sleep | 56 |
| Meals | 21 |
| Lecture | 4 |
| Seminar | 8 |
| Field Work | 12 |
| Total | 168 |

Time Distribution

| | Week |
|---|---|
| Field Work Evaluation Meetings | 3 |
| Co-op Work (Residence Maint.) (Area Maint.) | 12 |
| Study, Personal Unscheduled | 52 |

Students would read 14 - 16 selected works for the literature component of the program and selected readings from various sources for the social science component. The specific course structure to be covered during the semester and the specific readings to be required would be decided upon by the faculty and students jointly. A suggested course structure and a bibliography from which the readings could be chosen is included with this proposal. The students would have access to university and public libraries in the St. Louis area.

The students would receive a pass-fail grade for the field work and a letter grade for the academic work as a whole. Students would be graded mainly on their papers and their seminar participation. Exams would be used at the discretion of the professors involved. The field work papers would be due at the end of the semester. During the last week or two of the semester the field work would be reduced or eliminated to allow time for the writing of the field work papers, although the student would be expected to keep some on-going, day-to-day record of his field work experience as a basis for the paper.

The criteria for the selection of students (other than personality characteristics) would be designed to produce a group representing many fields; i.e., not limited to social science majors. It is recommended that there be no prerequisite courses, and, it is felt that the program can be made meaningful to those with varying academic backgrounds. (The order of priority for admission would be based on class standing: seniors, juniors, sophomores; freshmen will not be able to participate). An absolute minimum cumulative grade point average of 2.5 would be necessary. The question of the student's compatibility in the community living situation will be considered further on.

It is hoped that the selection of the students and the general supervision of the Project would be the responsibility of a committee composed of faculty, students, and administration. This committee will be representative of the three divisions; humanities, social sciences, natural sciences.

It will be necessary to have a resident group in Project buildings during the entire year for maintenance purposes. This will require the staggering of vacations and will make some type of summer session necessary as well as desirable. The summer period could involve a 6-week academic session with more field work than, and an academic content differing from, the regular academic year sessions. Other possibilities might involve students living in the Project building while studying at the summer sessions of the various schools in the area, working on community programs established by the Project, working with Head Start, or working on regular jobs in the area. The same systems of community living and apartment maintenance would be used during the summer. The summer months might

also be used to establish community programs that would continue as field work during the academic year. Students participating in the Project during the fall semester might arrive two weeks to a month before the semester began for orientation to the community and to their field work jobs. Students attending the spring semester might wish to remain with the project for the summer. Thus, there are a number of methods by which the minimum contingent could be maintained throughout the summer. Seminar rooms and living quarters could be used during the summer and other vacation periods for urban training conferences and other groups representing private, government and religious bodies.

Although this project does not lend itself to a full course of study in the Natural and Physical Sciences, it is hoped that an arrangement could be made to introduce natural or physical science students to this program.

An independent study which utilizes the vast resources in the natural and physical sciences of such facilities as McDonnell Aircraft, St. Louis University, Washington University and the many hospitals and laboratories is possible. These agencies have indicated a willingness to utilize student work. These agencies could also easily be used to amplify the curriculum of either the natural or physical sciences.

It is further envisioned that a natural or physical science faculty member be used in either lecture or seminar where the interdisciplinary approach is mandatory. The most logical problems involving the interdisciplinary approach would be in over-population and food supply analysis. This major problem would bring to bear a maximum degree of concentration in all those divisions. Other such problems with a complete interdisciplinary approach would be urban planning, land use, air and water pollution. However, even without these areas of specialized problem concentration, the St. Louis Project has value. The project in its new context is valuable because the context of urban life itself is a motivating force for curricular expansion. This expansion cannot help but lead to a broader and deeper understanding of human life. By changing the context from campus to community all phases of the curriculum of any institution may be thus amplified.

This then leads to <u>Plan III.</u>

Plan III is seen as a reliable alternative for any institution which feels that a contextual alteration such as developed in Plan I and II is a meaningful part of the modern educational structure. This plan, the simplest and least costly of the three, is simply to take advantage of the vast number of very large old homes of a previous era. Many of these homes because of their enormous size (as many as 20 and 28

rooms) have been made over into apartments. There are many reasons for this but the most frequently discovered one is that the maintenance of these buildings becomes so expensive a family of 4 or 5 simply cannot afford to live in these old houses. A number of these homes were noted in the 4400 to 4800 blocks on West Washington Blvd.

This street which cuts the central city in half has, about 3 miles from the central business district, a rather interesting sociological configuration which would lend itself well to the general aims of this project. In a rough rectangle with Delmar Ave. to the north and Olive Street to the south it is locked in by these two streets. Both Delmar and Olive have been commercially zoned whereas the great bulk of Washington Blvd. is purely residental. With two commerical arteries bounding it and with the increasing hesitancy on the part of whites to remain in such a context there are frequent exits leaving vacant rather large and fairly well kept up homes. These homes although not new would make excellent fraternity houses were they located within a university area and were they not in quite so confined an ecological configuration. It is felt that if an area under other circumstances would become amenable to a fraternity system why could this not be translated into a far more (community and service oriented) desirable unit?

The purchase price of these units varies from 10 to 20 thousand dollars depending of course, on size and condition. Several of these homes are owner occupied. But many units have previously been altered to include several apartments. However, in discussion with 2 owners in the 4400 block of Washington Blvd., it was discovered that they would have been amenable and would have welcomed a group of faculty and students who would have paid a fair rental, but in addition would have borne the cost of complete maintenance. This would have netted the owner a fixed income with no deterioration and no upkeep costs.

Thus, a unit with 14 rooms could easily accommodate 20 students and 2 faculty, while another house on the opposite side of the street would have accommodated the remaining students and faculty. These two units would rent (in the unaltered state) for $300 per month. Allowing another $300 per house for upkeep (including utilities) the total expenses for a full 12 month would be $10,800.00. All of which would be returned through the income from the students' tuition.

This plan though virtually devoid of the large scale rehabilitation plan which the other plans incorporated is quite feasible on a small scale with a minimum of capital outlay. The major expenses would be furnishing the rooms and feeding the students. These expenses have been broken down previously in the explanations and cost analysis of the previous two plans.

The following two proposed course structure outlines are designed to acquaint the student with material in the social science and philosophy-literature components of the academic aspects. It will be noted that all those subjects and readings pertaining to them will be greatly amplified by the contextual alteration of placing the group within the urban community framework.

It will be noted that the history of the city includes early forms and problems, but only when one lives in the urban community can it be exemplified how multiple dwellings were so easily accommodated to the original "town house," or "brownstone" construction of earlier eras. These homes designed with stairwells on only one side and 2,3, or 4 floor construction were very adaptable to the modern needs of multiple occupancy dwellings. With the increased load on all the facilities (originally designed for one family) deterioration quickly set in. This deterioration, unchecked by proper maintenance and community unwillingness to repair property not owned by the occupants, readily facilitated advanced dilapidation. It is a problem such as this that cannot be fully understood nor solved unless one has first hand knowledge of its development, the architecture, and the increased pressure by population concentration. This information and many other areas of observation are but one small facet of the St. Louis Project.

The proposed course structure which follows is designed to show the minimum amount of student academic exposure. Much more will be involved in this phase of the project. It must be noted that none of this is the actual social service or community involvement phase of the project.

PROPOSED COURSE STRUCTURE -- SOCIAL SCIENCE COMPONENT

I. The History of the City: origins of the City; the Greek city-states; the Medieval city; the Renaissance - growth of the middle class, commerce, and urban culture; the Industrial Revolution - the industrial city.

McKelvey, Blake. The Urbanization of America. New Brunswick, New Jersey: Rutgers University Press, 1963.

Mumford, Lewis. The City in History. New York: Harcourt, Brace, and World, 1961.

II. The Modern City.

A. The City as an ecological system: the interaction between men and between men and the environment - the limited supply of the environment. The city as a system of systems. Demography and growth patterns.

Andrews, Richard Bruce. Urban Growth and Development, a Problem Approach. New York: Simmons - Boardman, 1962.

B. The Government of the City: influence and leadership; partisan politics; municipal corporations, their structure and operation; systems of services.

Adrian, Charles R. Governing Urban America. New York: McGraw - Hill Books, Inc., 1961.

Greer, Scott. Governing the Metropolis. New York: John Wiley and Sons, Inc., 1962.

C. Urban Sociology: the social structure of the city - class, status, social institutions; the role of education.

Hatt, Paul K., and Reiss, Albert J., Jr., eds. Cities and Society. Glencoe, Ill. : The Free Press, 1951.

Silvek, Louis. Man in Metropolis. New York: Doubleday and Col., Inc., 1966.

D. Economic structures of the City.

Isard, W., Kavesh, Robert A., and Kuenne, Robert E. "The Economic Base and Structure of the Urban - Metropolitan Region." The American Sociological Review.

XVIII (June, 1953), 317-21.

III. Modern Urban Problems.

A. The economics of City life.

1. The environment: land use and urban sprawl; the frustration of personal and social goals by present patterns of land use; zoning. Environmental control; pollution of air and water; sanitation.

Chapin, Francis Stuart. Urban Land Use Planning. New York: Harper, 1957.

2. Transportation: commuting and isolation; traffic and parking; expressways vs. mass transit.

Meyer, John Robert. The Urban Transportation Problem. Cambridge: The Harvard University Press, 1965.

3. Poverty: unemployment; unemployability; race; the failure of welfare.

Harrington, Michael. The Other America. Baltimore: Penguin Books, 1962.

4. The cost of services: public or private; taxation; property tax vs. earnings tax.

Report of the Maryland Commission on State - Local Fiscal Relations. 1965.

B. Community in the City.

1. The Negro ghetto and race relations: segregation of housing and education; employment discrimination; discrimination in police protection and city services; the breakdown of the Negro family; civil rights organization; Black Nationalism.

Drake, St. Clair, and Cayton, Horace R. Black Metropolis: A Study of Negro Life in a Northern City. 2 vols. New York: Harper, 1962.

Glazer, Nathan, and Moynihan, Daniel Partick. Beyond the Melting Pot. Cambridge, Mass.: M.I.T. Press, 1963.

2. The single-use neighborhood: bedroom suburbs; one-class ghetoes; slums. The flight of the middle class; absentee landlords, housing codes; "incompatible land use."

Dobriner, W.M. The Suburban Community. 1958.

Tebbel, Robert. The Slum Makers, 1963.

3. The integrated community: components of stability and regeneration.

Jacobs, Jane. The Life and Death of Great American Cities. 1961.

4. Social disorganization: crime; family disorganization - instability, loss of functional vitality, breakdown of community support, rioting - poverty and race.

Gordon, Mitchell. Sick Cities. 1963.

Gulick, Luther Malsey. The Metropolitan Problem and American Ideas. New York: Alfred A. Knopf, 1962.

C. Values

1. Psychology of city life: psychological stresses of urbanization; alcoholism and drug addiction; the autonomous man.

Srole, Leo, and Others. Mental Health in the Metropolis. New York: McGraw - Hill 1962.

2. Aesthetics, Philosophy, and the City.

a. Aesthetics and the environment: housing and the personal environment: parks; public art and architecture design and content; the role of government.

Gideon, Siegfried. Space, Time, and Architecture

b. Attitudes toward the City: the traditional rural attitude of America; the emerging positive attitude; the church and involvement.

Cox, Harvey. The Secular City. New York: MacMillan, 1965.

White, Morton and Lucia. The Intellectual Versus the City. Cambridge, Mass.: Harvard University Press, 1962.

D. Allocating Values - governmental and political functions.

1. Political organizations: the vestigial machine; the failure of "Good Government" movements.

Greer, Scott. Metropolis: A Study of Political Culture. New York: John Wiley and Sons.

2. Administration: the role of the expert; effective organization; making officials responsible to those whom they affect.

Banfield, Edward, ed. Urban Government.

3. Machanism vs. Organism: the proliferation of governmental organizations; coordinating boundaries with functions; metropolitan government.

Wood, R.C. Suburbia: Its People and their Politics. 1959.

4. Intergovernmental relations: the federal role; grants in aid and the strings attached; responsibilities of the states; cooperative federalsim.

Gonnery, Robert H., and Leach, Richard H. The Federal Government and Metropolitan Areas. Cambridge: Harvard University Press. 1960.

IV. The Future of the City.

A. Megalopolis: the present trend; the multiplication and intensification of problems; inadequate governmental systems.

Fortune, editors of. The Exploding Metropolis. Garden City, N.Y.: Doubleday and Co., 1958.

Gottman, Jean. Megalopolis: The Urbanized Northeastern Seaboard. 1961.

Rodwin, Lloyd, ed. The Future Metropolis. 1961.

B. Urban planning: necessity; establishing priorities - what values? divergent philosophies and approaches; structures and methods for planning; the Model Cities program.

American Academy of Political and Social Science. Urban Revival: Goals and Standards, 1964.

Breese, Gerald William, ed. An Approach to Urban Planning, Princeton: Princeton University Press, 1953.

Perloff, Harvey, ed. Planning and the Urban Community, Pittsburg, 1961.

Woodbury, Coleman, ed. The Future of Cities and Urban Redevelopment, 1953.

C. The City in relation to the broad trends of the twentieth century.

1. The City in the developing nations: the transition to industrialization and urbanization; can we learn from the past to meet present problems?

2. The City and the population explosion: increasing concentration of urban population; meeting the problem - birth control? decentralization?

3. The City and the scientific and technological revolutions: the basis of urbanization in technology; the influence of technology in urban problems; the problems and possibilities of science and technology revealed and intensified in the City.

Anderson, Nels. The Urban Community: A World Perspective, New York: Holt, Rinehart and Wilson, 1959.

Boulding, Kenneth E. The Meaning of the Twentieth Century: The Great Transition, New York: Harper and Row, 1964.

Lewis, Arthur O., Jr. Of Men and Machines, New York: Dutton and Co., 1963.

PROPOSED COURSE STRUCTURE
PHILOSOPHY-LITERATURE COMPONENT

I. Interdisciplinary introduction

A. The general theory of interpretation: what is "understanding"?

Text: Portions of Gans-Georg Gadamer's forthcoming Truth and Methodology: Principles of a Philosophy of Hermeneutics (Sheed & Ward, 1967 or 1968)

Text: Portions of the Development of Interpretation Theory, Richard E. Palmer (unpublished)

B. Levels and modes of understanding in literary interpretation compared with focus, objects of interest, and methodology in sociology, political science and social psychology.

Text: C. Wright Mills, The Sociological Imagination.
Stephen Strasser, Phenomenology in the Social Sciences.
Martin Heidegger, Discourse on Thinking.
Richard Palmer, "Is Objectivity and Idol?" in The Teacher and the University.
Kenneth Burke, A Grammar of Motives.
Welleck and Warren, Theory of Literature.

II. The Larger Context

The modern temper as reflected in 20th century European novels, poetry, and drama.

Text: Kafka, The Trial and Selected Stories.
Camus, The Plague.
Rilke, Duino Elegies.
Sartre, No Exit and other plays.

Some forerunner such as Zola, Balzac, Dickens, Gogol, Hauptmann, Ibsen, and Shaw might be read.

The works will be explicated in terms of the way they reflect certain distinctly modern problems: the loss of a dependable sense of reality, the experience of personal alienation in technological society, the difficulties of communication which produce feelings of spiritual isolation and sterility, devaluation of peity and religious norms.

III. Film and Drama as Contemporary Mediums

Text: Arnheim, The Film as Art.
Taylor, Cinema Eye, Cinema Ear.
Bergman, Four Screenplays (Smiles of a Summer Night, Seventh Seal, Wild Strawberries, the Magician)
Gardner, A Thousand Clowns.
Miller, Death of a Salesman.
Albee, Tiny Alice ( ? ) or The Zoo Story.
Max Frisch, Andorra.

IV. The Negro and Negro Writer in the United States concentrating on urban problems

Text: Herbert Hill (ed.) Anger and Beyond.
Ralph Ellison, Invisible Man.
Richard Wright, The Outsider.
James Baldwin, Go Tell It on the Mountain.
Brown, Manchild in the Promised Land (Harlem)
Ossie Davis, Purlie Victorious.
Soon, One Morning: New Writing by American Negroes.
Griffen, Black Like Me.
Oscar Lewis, La Vida.
Henry Roth, Call it Sleep.

V. Urban Ethos

An effort will be made in the final portion of the semester to focus on formulating a conception of the "urban ethos" as reflected in the various works read, especially from works more directly related to depicting modern American city life.

Text: Arthur Miller, Death of a Salesman.
Henry Miller, Sunday in New York and The Tropic of Capricorn.
William Hanley, Slow Dance on the Killing Ground.
Bernard Malamud, The Assistant.
Paul Goodman, Growing Up Absurd.
Nelson Algren, The Man with the Golden Arm and The Neon Wilderness.
Kafka, America.

# PART TWO:

## Geographic Area Analysis

The critical problem which faces any institution embarking on such a venture is the choice of a proper site. The good offices of the Model City Agency were very helpful in minimizing a problem that would have taken vast sums of money and time to duplicate the information.

Before a consideration of any specific block which would meet all the criteria for the Project some general information must be introduced.

Since the Project is designed primarily to work in conjunction with such an institution as the Model City Agency, then this information is primary. The Model City Agency of St. Louis has selected a target area and this target area has been divided into five sub-cities. These sub-cities are by no means simply arbitrary choices but are the result of vast research and observation to determine the areas of greatest need and potential. The actual area encompassed in the Model City Target Area is shown on the detail map following.

It can be seen that the Target Area (see scale of miles) encompasses several square miles. This area is infested with dilapidated and deteriorating housing. The streets and alleys are strewn with litter and various types of debris. However, one single fact is quite clear, that the people of the area have a sense of neighborhood. This is quite evident when talking with the people of the area. They do not refer to themselves as living in "northside" or "downtown", they simply refer to their section such as Carr-Central, or Yeatman or others. This fact has been duly noted by the Model City Agency. They have accordingly tried to take advantage of this fact by establishing organizations for cooperative activity within the entire Target Area, while preserving the unique characteristics of the neighborhood. Each Sub-City has a distinct characteristic that should be preserved if at all possible. In order to fit into this scheme if a college unit should locate within one of the sub-city areas it should be known by the name of that neighborhood and not by any other nomenclature. This will at least identify the unit with the neighborhood. An example might be: Yeatman Project or Carr-Central Project, rather than St. Louis Project. Although this may seem to some as a moot or irrelevant point it is in fact quite important. The main point of identification must be with the neighborhood and not with any other agency or operation. To do so will begin the alienation which has characterized so much of the social service activities in years past.

Another important consideration in site location and initial consideration is to note the essential philosophy of the Model City Agency.

> "The need for exchange of ideas goes beyond our own needs as a Model City Target Area. We must remember that the Model City Program is a 'demonstration' program. It is an experiment. We are trying to prove to the rest of the country and to the government that the democratic

way of dealing with the problems of the cities is the best answer. The Model City way says that cities can be improved only when the people who live in them decide what changes need to be made." (Model City Agency Planning Manual)

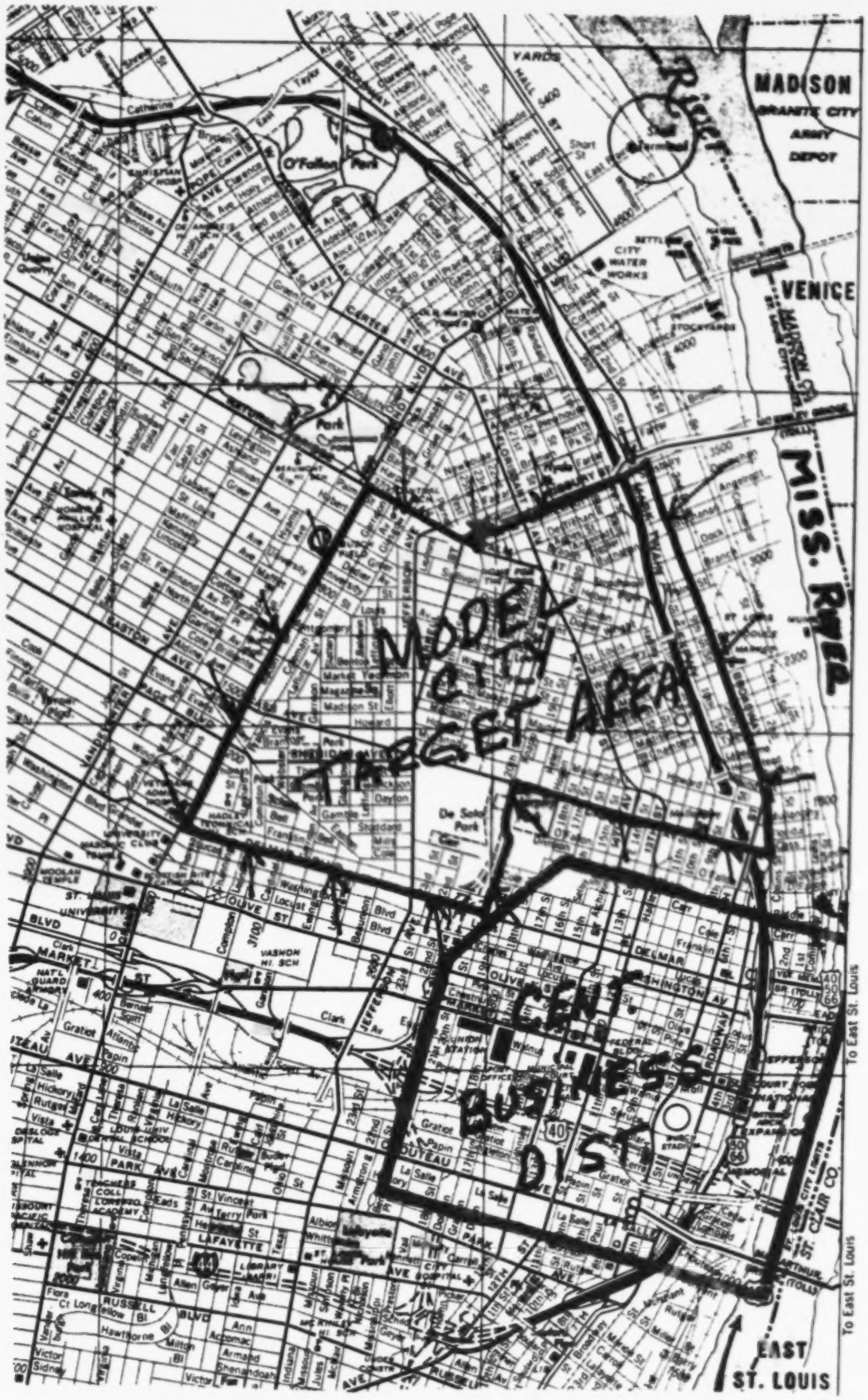
Although a site may seem to be the ideal location for the Project if the full support and acceptance of the community is to be forthcoming, then they too must have some say in the placing and type of dwelling involved. The Director of Planning has assured the Project Director that personal introductions and meetings will be arranged to determine the final location and area. This fact also could easily be omitted from a planning session, but to do so would be to jeopardize the project.

# ST. LOUIS

SCALE OF MILES

0 ½ 1

ONE INCH EQUALS APPROXIMATELY 0.73 MILES



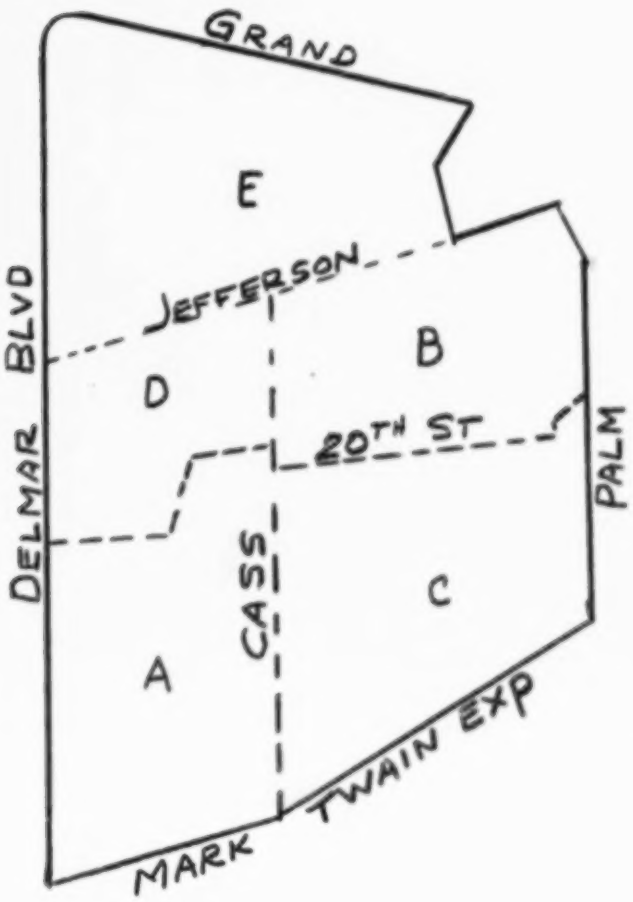

N

W E

S

The area outlined roughly on the detail map preceding encompasses all five of the sub-city areas. These areas correspond somewhat to the actual neighborhood districts identified by the Human Development Corporation. The Sub-Cities are however, in all cases somewhat smaller than the original neighborhoods.

The following sketch shows how the entire target area is broken up into the five sub-cities.




A. Carr Central Area
B. Montgomery Hyde Park Area
C. Murphy-Blair Area
D. Pruitt-Igoe Area
E. Yeatman Area

Each of these areas has already established a neighborhood co-ordination group. These agencies will be responsible for coordinating the planning for each of the five Model-City sub areas.

The basic criteria for membership in the coordinating committee can be summarized briefly in the following statements:

(a) A minimum of 80% of the membership must reside in the area
(b) The minimum age is to be 16 years of age
(c) At least 33% of the membership must be classified by the Office of Equal Opportunity as "Poor."
(d) A member of the Board of the organization cannot at the same time be employed by the corporation whose job it is to actually perform the rehabilitation work.

The essential details which will most generally affect the Project need to be outlined and explained for each of the sub-cities.

The questions and percentage computations have been developed by the Human Development Corporation. The figures are only estimates based upon answers given by people who have sought some form of public aid. Although they are not fully indicative of the areas, they do reflect the stark conditions present in each area or sub-city and mirror accurately the unique nature of each sub-city.

A. Carr-Central District and Model Cities' Desoto-Carr Sub-City:

This district is bounded by Broadway, Jefferson, Delmar, Carr, 20th and Cass. The district office is located at 1121 N. 9th St. with a sub-station located at 1521 Carr Street, (Plymouth House). The Model City Agency has,as of this writing,not established an office for this sub-city.

It is important to use 1965 estimates of visual identification because of the rapid transition through which many of these neighborhoods go in a short period of time.

As of 1965 it is estimated by researches of both the Model Cities program and the Human Development Office that 12,000 people are living in this area. The estimates indicate that about 75% of the population is Negro. There has been a definite population decrease since 1960 due to urban renewal slum clearance which has produced vacant land not yet redeveloped, the intrusion of the Mark Twain expressway which took out residences and the expansion of the central business district.

In 1960 there was a total of 14,457 people in the area. 2,824 whites and 11,633 Negroes. Whereas the estimate for 1965 indicates a total of 11,237 people living in the area with 3,034 whites and 8,203 Negroes. These figures would indicate that there has been a sharp decrease of Negro population with a slight increase of white population.

The ecological characteristic of the area is characterized by dilapidated row houses interspersed with trucking lots and companies, warehouses and loading platforms. The George Vaughn Apartments, the Carr Square Village and Cochran Housing Development are the low-income housing projects in the area.

The educational level is low. The 1960 census indicated that 7,095 people were over the age of 25. Of that group only 251 has reached the first year of college or beyond. 2,001 had any high school education, whereas 4,843 had either an eighth grade education or less. There were also 385 recorded as having no formal education at all.

The economic level is striking by its deprivation. Only 204 family units had an income of $6,000.00 per year or higher. More than 50% of the 2,816 family units has a total income of less than $3,000.00 per year.

This area embraces problems of major proportion. A socio-demographic form was circulated to a total of 3,294 respondents. Although the results are not necessarily a reflection of the population as a whole they do reflect accurately who has sought services from the various programs in the district.

1. Race: Caucasian 6.8%, Negro 92.9%, Other 0.3%

2. Sex: Male 32.6%, Female 67.4%

3. Marital Status:

| | |
|---|---|
| Single | 29.6% |
| Married | 38.1% |
| Divorced | 5.3 % |
| Separated | 21.1 % |
| Widow(er) | 5.9 % |

4. Highest Grade Completed:

| | |
|---|---|
| Under 4 | 2.5% |
| 4-8 | 22.7% |
| 9-11 | 51.7% |
| 12 | 20.6% |
| Over 12 | 2.5% |

5. Type of Residence:

| | |
|---|---|
| Home &/or Flat | 10.4% |
| Apartment | 85.7% |
| Rooms | 3.2% |
| Institutional Residence | 0.1% |
| Other | 0.6% |

6. How Long at Present Address:

| | |
|---|---|
| 0-6 Months | 22.7% |
| 0.5-1 Year | 41.1% |
| 1-5 Years | 20.0% |
| 5-10 Years | 15.8% |
| 10 Years over | 0.4% |

7. How Long in St. Louis Area:

| | |
|---|---|
| 0-6 Months | 2.0% |
| 0.5-1 Year | 0.5% |
| 1-5 Years | 10.4% |
| 5-10 Years | 9.2% |
| 10 Years over | 77.9% |

8. Are You the Head of the Household or family: Yes 55.2%, No 44.8%

If no, What is Your Relationship to the Head of Family or Household?

| | |
|---|---|
| Wife | 2.7% |
| Son | 3.1% |
| Daughter | 1.7% |
| Other | 92.5% (Combines "Other" and "no Response") |

9. Write in the Age of each Person in Your Household or Family:

| | |
|---|---|
| 1-5 | 8.9% |
| 6-9 | 5.4% |
| 10-19 | 17.8% |
| 20-29 | 32.8% |
| 30-39 | 18.7% |
| 40-49 | 9.4% |
| 50-59 | 4.1% |
| 60 over | 2.9% |

10. Are You Employed? Yes 40.0%, No 60.0%

If Yes, How Many Hours per Week do You Work?

| | |
|---|---|
| 0-15 | 33.8% |
| 16-35 | 1.1% |
| 35 over | 65.1% |

11. Current or Previous Type of Occupation:

| | |
|---|---|
| Professional, Technical or Managerial | 3.4% |
| Clerical | 5.4% |
| Sales | 2.0% |
| Manufacturing or Construction | 13.9% |
| Service | 39.3% |
| Miscellaneous | 18.5% |
| None | 17.4% |

12. How Long Have You Been Unemployed?

| | |
|---|---|
| 0-3 Months | 16.9% |
| 3-6 Months | 33.3% |
| 6-12 Months | 4.4% |
| 12 Months over | 45.4% |

13. Are You Looking for Work Now? Yes 71.1%, No 28.9%

If Yes, Are You Looking for: Fulltime 90.9%, Partime 9.1%

14. If You Are Not Working, Are You

| | |
|---|---|
| Just Starting to Look for Work | 29.1% |
| Unable to Find Work | 39.3% |
| Sick or Injured | 7.8% |
| Busy Caring for Family | 13.9% |
| Retired | 1.2% |
| Other | 9.6% |

15. Do You Receive Income From any of the Following Sources:

| | |
|---|---|
| Odd Jobs | 4.4% |
| Job Pension | 0.4% |
| Aid to Dependent Children | 35.3% |
| Old Age Assistance | 3.0% |
| Social Security | 6.2% |
| Child Support | 5.1% |
| Veteran's Administration | 1.8% |
| Unemployment Compensation | 2.3% |
| Other Public Assistance | 1.9% |
| Miscellaneous | 1.9% |
| None | 37.8% |

16. What is the Total Yearly Family or Household Income?

| | |
|---|---|
| Less Than $1,000 | 12.6% |
| $1,000 - 1,499 | 0.5% |
| $1,500 - 2,999 | 4.0% |
| $3,000 over | 82.7% |

17. What is Your Weekly Total Earned Income if Employed:

| | |
|---|---|
| Less Than $20 | 7.0% |
| $20 - 35 | 2.9% |
| $35 - 50 | 0.2% |
| $50 - 75 | 0.2% |
| $75 over | 89.7% |

18. Have You Ever Been Convicted: Yes 4.2%, No 95.8%

19. Do You Have: Driver's License - Yes 93.9%, No 6.1%
Chauffer's License - Yes 0.0%, No 100.0%
Transportation to Work - Yes 82.9%, No 17.1%

20. Are You a U.S. Citizen? Yes 90.9%, No 9.1%

21. Do You Have a Physical Disability? Yes 6.0%, No 94.0%

22. Military Service: Yes 7.0%, No 93.0%

23. Employment Record:

| Type of Job - | (1)* | (2) | (3) |
|---|---|---|---|
| 0-Professional | 0.0% | 0.0% | 0.0% |
| 1-Technical or Managerial | 0.2% | 20.4% | 0.0% |
| 2-Clerical | 10.1% | 6.4% | 25.6% |
| 3-Service | 37.1% | 24.3% | 7.9% |
| 4-Farming, Fishery, Forestry and Related | 0.0% | 0.0% | 0.0% |
| 5-Processing | 14.9% | 7.1% | 1.5% |
| 6-Machine Trade | 20.5% | 7.8% | 10.9% |
| 7-Bench | 13.0% | 24.5% | 36.0% |
| 8-Structural Work | 0.7% | 0.5% | 1.3% |
| 9-Miscellaneous | 3.4% | 9.0% | 16.9% |
| Length - Less Than 1 Year | 73.2% | 65.6% | 44.2% |
| 1 - 3 Years | 26.3% | 31.6% | 9.2% |
| 3 Years over | 0.5% | 2.8% | 46.6% |

*Most Recent Job

Several programs exist within the area which would welcome the voluntary support of several college trained young people. A summary of these programs follows.

There are three Neighborhood Action offices located in the area. They are Carr-Central, Plymouth House and Vaughn Branch. There are four head start units operating at St. Patrick's School, Franklin School, Dumas School and St. Nicholas School. A voluntary Improvement Program is resident at St. Patrick's School. A voluntary Improvement Program is 1535 N. 7th Street, and a Concentrated Employment Program Office is at 1904 O'Fallon.

These programs are in present operation.

It can be readily appreciated that the peculiar nature of Desoto-Carr Sub-City would be an excellent area for the Project to locate.

B. Montgomery-Hyde Park District and Model Cities Montgomery Sub-City:

The Model Cities Sub-City is bounded by Cass Avenue, Jefferson Avenue, 20th Street, Natural Bridge, Palm Street and North Florissant Street.

There are approximately 25,000 people in this area as of the 1965 estimate. The percentage of Negroes has increased from 4% to 32% from 1960 to 1965, while white residents have decreased approximately from 96% to 65% since 1960. Present population distribution is a total of 25,855 people, 17,432 white and 8,453 Negro. Whereas in the 1960 census there was a total population of 27,302 with 26,175 white and 1,127 Negro.

It can be appreciated readily how dramatic has been the racial characteristics change in the years since the last census.

Although the area marked for the Sub-City is considerably smaller than the Human Development Corporation Area, the Model City Sub-City is located in the part of the area most affected by the enormous changes which have occurred since the 1960 census.

The 1960 census indicated that there were 6,329 people over the age of 25, but only 124 had reached the first year of high school. Only 1,644 had any high school, and 4,561 had only an eighth grade education or less. In this area in 1960 there was a large white population with a low level of educational achievement.

In relation to economic achievement about 21% of the family units in the entire HDC area had an annual income of less than $3,000.00. Of the 7,248 family units 3,291 had total annual incomes of between $3,000.00 and $6,000.00.

This area is one of the old neighborhoods of St. Louis. Most of the housing is composed of brick tenements, which were originally designed as single family homes, but which as has been stated previously lent themselves peculiarly to multiple family occupancy as the areas changed. A number of agencies operate programs in the area. Such as the Greeley Presbyterian Community Center, Monsignor Butler Neighborhood Center, Neighborhood Association, Crudnen Library, Y.M.C.A. North Side Branch, The Society of the Little Sisters of the Poor, Jewish Center for Aged, St. Louis Association of Homes for Aging, Montgomery Health Center, Bicentennial Civic Improvement Corporation. These agencies operate specialized programs and could use the services of both students and faculty to excellent advantage. The detailed analysis based on the Socio-Demographic forms circulated (3,762) indicate the following information.

1. Race: Caucasian 22.7%, Negro 76.8%, Other 0.5%

2. Sex: Male 40.1%, Female 59.9%

3. Marital Status:

| | |
|---|---|
| Single | 50.7% |
| Married | 34.3% |
| Divorced | 3.9% |
| Separated | 8.9% |
| Widow(er) | 2.2% |

4. Highest Grade Completed:

| | |
|---|---|
| Under 4 | 1.6% |
| 4-8 | 24.8% |
| 9-11 | 54.3% |
| 12 | 16.4% |
| Over 12 | 2.9% |

5. Type of Residence:

| | |
|---|---|
| Home &/or Flat | 53.5% |
| Apartment | 43.0% |
| Rooms | 2.7% |
| Institutional Residence | 0.2% |
| Other | 0.6% |

6. How Long at Present Address:

| | |
|---|---|
| 0-6Months | 32.8% |
| 0.5-1 Year | 58.3% |
| 1-5 Years | 4.9% |
| 5-10 Years | 3.9% |
| 10 Years over | 0.1% |

7. How Long in St. Louis Area:

| | |
|---|---|
| 0-6 Months | 2.6% |
| 0.5-1 Year | 0.9% |
| 1-5 Years | 11.7% |
| 5-10 Years | 8.8% |
| 10 Years over | 76.0% |

8. Are You the Head of the Household or Family: Yes 37.3%, No. 62.7%

If no, What is Your Relationship to the Head of Family or Household?

| | |
|---|---|
| Wife | 5.7% |
| Son | 6.2% |
| Daughter | 7.0% |
| Other | 81.1% (Combines "Other" and "no Response" |

9. Write in the Age of each Person in Your Household or Family:

| | |
|---|---|
| 1-5 | 6.6% |
| 6-9 | 7.7% |
| 10-19 | 28.9% |

| | |
|---|---|
| 20-29 | 36.4% |
| 30-39 | 11.5% |
| 40-49 | 5.2% |
| 50-59 | 2.0% |
| 60 over | 1.8% |

10. Are You Employed? Yes 28.0%, No 72.0%

If Yes, How Many Hours per Week do You Work?

| | |
|---|---|
| 0-15 | 39.8% |
| 16-35 | 4.7% |
| 35 over | 55.5% |

11. Current or Previous Type of Occupation:

| | |
|---|---|
| Professional, Technical, or Managerial | 3.4% |
| Clerical | 10.4% |
| Sales | 2.5% |
| Manufacturing or Construction | 16.0% |
| Service | 37.0% |
| Miscellaneous | 14.2% |
| None | 16.4% |

12. How Long Have You Been Unemployed?

| | |
|---|---|
| 0-3 Months | 21.2% |
| 3-6 Months | 41.2% |
| 6-12 Months | 5.5% |
| 12 Months over | 32.1% |

13. Are You Looking for Work Now? Yes 78.9%, No 21.1%

If Yes, Are You Looking for: Fulltime 91.2%, Parttime 8.8%

14. If You are Not Working, Are You:

| | |
|---|---|
| Just Starting to Look for Work | 48.4% |
| Unable to Find Work | 34.4% |
| Sick or Injured | 3.3% |
| Busy Caring for Family | 9.8% |
| Retired | 0.1% |
| Other | 4.0% |

15. Do You Receive Income From any of the Following Sources:

| | |
|---|---|
| Odd Jobs | 3.1% |
| Job Pension | 0.2% |
| Aid to Dependent Children | 17.8% |
| Old Age Assistance | 0.5% |
| Social Security | 3.6% |
| Child Support | 3.6% |
| Veteran's Administration | 1.3% |
| Unemployment Compensation | 1.3% |
| Other Public Assistance | 1.1% |
| Miscellaneous | 1.9% |
| None | 65.7% |

16. What is the Total Yearly Family or Household Income?

| | |
|---|---|
| Less Than $1,000 | 28.2% |
| $1,000-1,499 | 1.4% |
| $1,500-2,999 | 2.9% |
| $3,000 over | 67.5% |

17. What is Your Weekly Total Earned Income if Employed:

| | |
|---|---|
| Less Than $20 | 5.9% |
| $20-35 | 1.5% |
| $35-50 | 0.2% |
| $50-75 | 0.0% |
| $75 over | 92.4% |

18. Have You Ever Been Convicted? Yes 10.2%, No 89.8%

19. Do You Have: Driver's License - Yes 87.9%, No 12.1%
Chauffer's License - Yes 0.4%, No 99.6%
Transportation to Work - Yes 93.3%, No 6.7%

20. Are You a U.S. Citizen? Yes 99.9%, No 0.1%

21. Do You Have A Physical Disability? Yes 9.1%, No 90.9%

22. Military Service: Yes 4.8%, No 95.2%

23. Employment Record:

| Type of Job- | (1)* | (2) | (3) |
|---|---|---|---|
| 0-Professional | 1.4% | 1.2% | 1.6% |
| 1-Technical or Managerial | 2.7% | 2.0% | 3.5% |

| | | | |
|---|---|---|---|
| 2-Clerical | 8.2% | 20.8% | 14.7% |
| 3-Service | 50.3% | 42.6% | 26.2% |
| 4-Farming, Fishery, Forestry and Related | 0.6% | 0.3% | 0.0% |
| 5-Processing | 13.8% | 12.0% | 8.7% |
| 6-Machine Trade | 7.5% | 3.1% | 17.8% |
| 7-Bench | 5.3% | 4.2% | 8.0% |
| 8-Structural Work | 1.6% | 2.3% | 4.2% |
| 9-Miscellaneous | 8.5% | 11.0% | 15.2% |
| Length-Less Than 1 Year | 56.3% | 73.2% | 63.0% |
| 1 - 3 Years | 42.8% | 22.1% | 15.4% |
| 3 Years over | 0.9% | 4.7% | 21.6% |
| Reason Left- Quit | 3.7% | 3.0% | - % |
| Fired | 41.5% | 15.2% | - % |
| Laid Off | 52.4% | 81.8% | - % |
| Other | 2.4% | 0.0% | - % |

* Most Recent Job

Several Human Development Corporation Programs are presently operating in the Montgomery-Hyde Park District. These programs are Neighborhood Action programs 2520 Benton and 2305 Herbert, a CMP office at 2520 Benton, Neighborhood Youth Corp. office at 2520 Benton, 4 Headstart offices at Greely Presbyterian 2240 St. Louis, Sacred Heart 2505 St. Louis, Holy Trinity 3606 Blair, Neighborhood Association 2930 N. 21st St. A Day Care center at Greely Presbyterian is also in operation. These agencies who are in constant need of personnel and funds would welcome the students available for various tasks needed to insure the continuing operation of such programs.

C. Murphy-Blair District and Model Cities Murphy Sub-City:

The Murphy Sub-City is actually smaller than HDC Murphy-Blair District but again it involves the area of most serious need. The Model City is bounded by Cass Avenue on the South, N. 20th Street on the West, Palm Avenue on the North, and the Mark Twain Expressway on the East. These are also the boundaries of the proposed Murphy-Blair Urban Renewal Area. The District is subdivided into five areas which are not pertinent for the purposes of this study. The population of the Model City Sub-City is 12,835 according to the 1965 estimate. This represents a decrease of 1,800 people from 1960 to 1965 when the estimated population analysis was made. In 1960 the census data revealed 14,667 total population with 14,211 whites and 456 Negroes. The sub-city estimated population is 12,835 total population with 12,282 whites and 553 Negroes. The district totals for 1965 are 17,231 total population, with 16,490 whites and 741 Negroes.

The Murphy-Blair District is an entrepot for white migration. These people are predominantly from the rural areas of Illinois, Kentucky, Missouri, and Arkansas. A rather large group from Kansas also is resident. Although there is some relatively permanent settling at least 25% of the total population is still highly transient. This fact alone makes accurate census data extremely difficult if not impossible to accomplish. The area is predominantly a residential neighborhood, however, there is a large industrial complex in the Broadway area. Practically all the housing is over 100 years old or older and most of the houses are three or four flats. Most are at least two stories and contain two flats. Over 85% of the housing units are renter occupied. The signal characteristic of the housing is the flagrant violation of the housing codes. A rather large number of trucking companies and small plants have moved into the area which was previously residential.

The educational achievement of the area is as dramatic in its lack of success as the other areas previously outlined. Of the 7,719 people over 25 in the 1960 census, only 100 had reached the first year of college or above. Only 1,715 of the people had any high school education. This is even more dramatic when one realizes the small percentage these same figures would represent.

Economically 72% of the total family units had an income of less than $6,000.00 in 1965. Of these 26% of the family units had income of less than $3,000.00.

A number of agencies also serve the Murphy-Blair HDC area. These are St. Louis Catholic Women's League of Missouri, Grace Hill House, Little Sisters of the Poor, Lutheran Mission Association of Greater St. Louis, Monsignor Butler Neighborhood Center, Boys Club, Food Stamp Certification Office, Neighborhood Health Center, Catholic Charities of St. Louis, State Division of Welfare, Malcolm Bliss Mental Health Center, Salvation Army, and many others.

The Socio-Demographic configuration of the area based on 5,021 forms responded to indicated the following information.

1. Race: Caucasian 81.9%, Negro 17.7%, Other 0.4%

2. Sex: Male 44.4%, Female 55.6%

3. Marital Status:

| | |
|---|---|
| Single | 21.6% |
| Married | 55.0% |
| Divorced | 6.5% |
| Separated | 11.5% |
| Widow(er) | 5.4% |

4. Highest Grade Completed:

| | |
|---|---|
| Under 4 | 5.1% |
| 4-8 | 46.0% |
| 9-11 | 36.6% |
| 12 | 10.3% |
| Over 12 | 2.0% |

5. Type of Residence:

| | |
|---|---|
| Home &/or Flat | 29.6% |
| Apartment | 56.3% |
| Rooms | 12.7% |
| Institutional Residence | 0.7% |
| Other | 0.7% |

6. How Long at Present Address:

| | |
|---|---|
| 0-6 Months | 30.3% |
| 0.5-1 Year | 48.4% |
| 1-5 Years | 14.1% |
| 5-10 Years | 7.0% |
| 10 Years over | 0.1% |

7. How Long in St. Louis Area:

| | |
|---|---|
| 0-6 Months | 3.0% |
| 0.5-1 Year | 1.7% |
| 1-5 Years | 17.7% |
| 5-10 Years | 12.1% |
| 10 Years over | 65.5% |

8. Are You the Head of the Household or Family: Yes 54.7%, No 44.8%

If no, What is your Relationship to the Head of Family or Household?

| | |
|---|---|
| Wife | 3.3% |
| Son | 1.0% |
| Daughter | 0.8% |
| Other | 94.9% (Combines "Other" and "No Response") |

9. Write the Age of each Person in Your Household or Family:

| | |
|---|---|
| 1-5 | 10.7% |
| 6-9 | 19.9% |
| 10-19 | 26.0% |
| 20-29 | 17.9% |
| 30-39 | 11.5% |
| 40-49 | 8.3% |
| 50-59 | 4.6% |
| 60 over | 7.1% |

10. Are You Employed? Yes 46.5%, No 53.5%

If Yes, How Many Hours per Week do You Work?

| | |
|---|---|
| 0-15 | 39.6% |
| 16-35 | 2.0% |
| 35 over | 58.4% |

11. Current or Previous Type of Occupation:

| | |
|---|---|
| Professional, Technical, or Managerial | 2.9% |
| Clerical | 3.7% |
| Sales | 3.0% |
| Manufacturing or Construction | 39.9% |
| Service | 20.7% |
| Miscellaneous | 16.7% |
| None | 13.1% |

12. How Long Have You Been Unemployed?

| | |
|---|---|
| 0-3 Months | 16.7% |
| 3-6 Months | 34.9% |
| 6-12 Months | 5.2% |
| 12 Months over | 43.2% |

13. Are You Looking for Work Now? Yes 52.8%, No 47.2%

If Yes, Are You Looking for: Fulltime 89.9%, Parttime 10.1%

14. If You Are Not Working, Are You:

| | |
|---|---|
| Just Starting to Look for Work | 37.2% |
| Unable to Find Work | 15.9% |
| Sick or Injured | 11.4% |
| Busy Caring for Family | 25.9% |
| Retired | 0.8% |
| Other | 8.8% |

15. Do You Receive Income From any of the Following Sources:

| | |
|---|---|
| Odd Jobs | 3.2% |
| Job Pension | 0.0% |
| Aid to Dependent Children | 12.4% |
| Old Age Assistance | 0.8% |
| Social Security | 7.6% |
| Child Support | 6.5% |
| Veteran's Administration | 2.6% |
| Unemployment Compensation | 2.2% |
| Other Public Assistance | 1.3% |
| Miscellaneous | 1.0% |
| None | 62.4% |

16. What is the Total Yearly Family or Household Income?

| | |
|---|---|
| Less Than $1,000 | 12.9% |
| $1,000-1,499 | 1.9% |
| $1,500-2,999 | 2.9% |
| $3,000 over | 82.7% |

17. What is Your Weekly Total Earned Income if Employed?

| | |
|---|---|
| Less Than $20 | 12.9% |
| $20-35 | 0.5% |
| $35-50 | 0.5% |
| $50-75 | 0.0% |
| $75 over | 86.1% |

18. Have You Ever Been Convicted? Yes 5.3%, No 94.7%

19. Do You Have: Driver's License - Yes 98.0%, No 2.0%
Chauffer's License - Yes 1.1%, No 98.9%
Transportation to Work - Yes 96.2%, No 3.8%

20. Are You a U.S. Citizen? Yes 99.8%, No 0.2%

21. Do You Have a Physical Disability? Yes 16.4%, No 83.6%

22. Military Service: Yes 12.8%, No 87.2%

23. Employment Records

Type of Job -

| | | | |
|---|---|---|---|
| 0-Professional | 0.0% | 0.0% | 0.0% |
| 1-Technical or Managerial | 0.1% | 1.4% | 0.1% |
| 2-Clerical | 7.0% | 19.0% | 12.1% |
| 3-Service | 40.1% | 33.3% | 24.6% |
| 4-Farming, Fishery, Forestry and Related | 0.2% | 0.1% | 0.4% |
| 5-Processing | 33.3% | 18.6% | 15.7% |
| 6-Machine Trade | 3.1% | 3.2% | 30.3% |
| 7-Bench | 3.5% | 11.4% | 1.7% |
| 8-Structural Work | 1.3% | 0.7% | 6.7% |
| 9-Miscellaneous | 9.4% | 10.0% | 8.3% |
| | | | |
| Length-Less Than 1 Year | 72.3% | 69.6% | 73.1% |
| 1 - 3 Years | 27.4% | 29.4% | 9.5% |
| 3 Years over | 0.3% | 1.0% | 17.4% |

* Most Recent Job

Although there are a number of agencies operating throughout the city actual NDC programs in the Murphy-Blair District indicate a vast need. Three Neighborhood Action Committees are located at 2600 Hadley, 1444 Madison, and 3440 Blair. One CMP office operates out of Murphy-Blair Employment Center at 1315 Montgomery and four Head Start Groups at Ames School, Webster School, Jackson School, and St. Michael's School. Grace Hill Settlement House operates a VIP program from their office at 2600 Hadley.

Since MacMurray College is predominantly white (although a rather large number of Negroes are resident at the College), the Murphy-Blair area might be the best choice for a site, since it is predominantly white and there would be less likelihood of racial problems arising should the Project be implemented with mostly white students. Since neighborhood identification and acceptance is mandatory to the success of the program it would be wise to consider carefully this

alternative. Naturally, need should dictate the final choice, but certain practical considerations as those outlined above should be taken into account.

D. Pruitt-Igoe District and Model Cities' Pruitt-Igoe Sub-City:

The HDC District is considerably larger than Model Cities sub-city area. The HDC Pruitt-Igoe District is bounded by Jefferson Avenue, Cass Avenue, 20th Street and Delmar Blvd. The Model Cities Sub-City includes the same boundaries but is limited to Carr Street on the South edge the HDC area contains 11,298 practically all Negro, while the estimated population of the Sub-City is 9,548 all Negro. The area has a number of public housing units. There virtually are no single family dwellings and even fewer owner occupied homes in the area. The HDC area has the highest percentage of families with less than $3,000.00 annual income. (70.6%). Obviously, the residents of this area are suffering severe poverty. In 1960 the median income of white families in the St. Louis area was $6,275.00, for Negroes it was $3,622.00 and for residents of the Pruitt-Igoe Area it was $2,311.00. Since 1960 the income change has been minimal. The median income for the area rose only to $2,454.00 since 1960. It could be argued that the cost of living rose more than that in the same time period. Thus the poverty of that area gets relatively worse each year. Startling figures indicate that 54% of the families receive some form of public assistance since 1960. In 1965 this had increased to 55.3 per cent. In 1966 this had increased to 62.1 per cent. In short the research indicates that this area is rapidly getting worse. Mr. William L. Yancey in an unpublished demography monograph has further suggested that in 1966 nearly 70% of the households are without male heads. The population figures for the area show dramatic imbalances.

| HDC District (1960 Census Data) | |
|---|---|
| Total population: | 12,501 |
| White | 67 |
| Negro | 12,434 |

| Sub-City Area: (1965) | |
|---|---|
| Total Population: | 10,125 |
| White | 577 |
| Negro | 9,548 |

These figures indicate the complete reverse of the Murphy-Blair area, but the lower income figures indicate that Negro poverty seems to be worse than white poverty. A condition hard to explain and even harder to prove, by research.

A number of agencies serve this area. Significantly there is a Maternal and Child Health Clinic, a Child Guidance Clinic, a Public Health Nursing, and others. Public health is a most serious problem in this area. Enormously high infant mortality rate and an incredibly high morbidity rate. One interesting problem is that the majority of churches that serve the Pruitt-Igoe area are

not in fact located there but are on the contrary located in the Yeatman area.

The Socio-Demographic data indicates respondents to 2,529 forms and the data show figures much more dramatic than any of the previous studies.

1. Race: Caucasian 1.3%, Negro 98.6%, Other 0.1%

2. Sex: Male 38.5%, Female 61.5%

| | | |
|---|---|---|
| 3. Marital Status: | Single | 48.2% |
| | Married | 28.3% |
| | Divorced | 5.3% |
| | Separated | 16.2% |
| | Widow(er) | 2.0% |

| | | |
|---|---|---|
| 4. Highest Grade Completed: | Under 4 | 0.8% |
| | 4-8 | 22.1% |
| | 9-11 | 56.1% |
| | 12 | 17.1% |
| | Over 12 | 3.9% |

| | | |
|---|---|---|
| 5. Type of Residence: | Home &/or Flat | 20.5% |
| | Apartment | 75.4% |
| | Rooms | 3.3% |
| | Institutional Residence | 0.2% |
| | Other | 0.6% |

| | | |
|---|---|---|
| 6. How Long at Present Address: | 0-6 Months | 35.1% |
| | 0.5-1 Year | 58.7% |
| | 1-5 Years | 1.9% |
| | 5-10 Years | 4.1% |
| | 10 Years over | 0.2% |

| | | |
|---|---|---|
| 7. How Long in St. Louis Area: | 0-6 Months | 2.6% |
| | 0.5-1 Year | 0.5% |
| | 1-5 Years | 9.8% |
| | 5-10 Years | 8.2% |
| | 10 Years over | 78.9% |

8. Are You the Head of the Household or family: Yes 37.6%, No 62.4%

If no, What is your relationship to the head of family or household?

| | |
|---|---|
| Wife | 3.5% |
| Son | 5.1% |
| Daughter | 4.0% |
| Other | 87.3% (Combines "Other" and "no Response") |

9. Write in the Age of each Person in Your Household or Family:

| | |
|---|---|
| 1-5 | 2.1% |
| 6-9 | 10.6% |
| 10-19 | 26.7% |
| 20-29 | 33.4% |
| 30-39 | 14.2% |
| 40-49 | 8.6% |
| 50-59 | 3.4% |
| 60 over | 1.0% |

10. Are You Employed? Yes 26.9%, No 73.1%

If Yes, How Many Hours per Week do You Work?

| | |
|---|---|
| 0-15 | 29.7% |
| 16-35 | 4.7% |
| 35 over | 65.6% |

11. Current or Previous Type of Occupation:

| | |
|---|---|
| Professional, Technical, or Managerial | 2.5% |
| Clerical | 13.6% |
| Sales | 1.8% |
| Manufacturing or Construction | 16.3% |
| Service | 41.6% |
| Miscellaneous | 8.4% |
| None | 15.8% |

12. How Long Have You Been Unemployed?

| | |
|---|---|
| 0-3 Months | 18.0% |
| 3-6 Months | 45.1% |
| 6-12 Months | 6.0% |
| 12 Months over | 30.9% |

13. Are You Looking for Work Now? Yes 92.8%, No 7.2%

If Yes, Are you Looking for: Fulltime 87.8%, Parttime 12.2%

14. If You Are Not Working, Are You:

| | |
|---|---|
| Just Starting to Look for Work | 40.1% |
| Unable to Find Work | 39.2% |
| Sick or Injured | 1.4% |
| Busy Caring for Family | 5.1% |
| Retired | 0.0% |
| Other | 14.2% |

15. Do You Receive Income From any of the Following Sources:

| | |
|---|---|
| Odd Jobs | 9.1% |
| Job Pension | 0.0% |
| Aid to Dependent Children | 27.8% |
| Old Age Assistance | 0.6% |
| Social Security | 4.6% |
| Child Support | 4.2% |
| Veteran's Administration | 0.6% |
| Unemployment Compensation | 1.6% |
| Other Public Assistance | 2.1% |
| Miscellaneous | 0.5% |
| None | 48.9% |

16. What is the Total Yearly Family or Household Income?

| | |
|---|---|
| Less Than $1,000 | 22.7% |
| $1,000-1,499 | 3.1% |
| $1,500-2,999 | 3.1% |
| 3,000 over | 71.1% |

17. What is Your Weekly Total Earned Income if Employed:

| | |
|---|---|
| Less Than $20 | 4.9% |
| $20-35 | 3.6% |
| $35-50 | 0.0% |
| $50-75 | 0.0% |
| $75 over | 91.5% |

18. Have You Ever Been Convicted? Yes 15.0%, No 85.0%

19. Do You Have: Drivers License - Yes 96.1%, No 3.9%
Chauffer's License - Yes 1.2% No 98.8%
Transportation to Work - Yes 84.2%, No 15.8%

20. Are You a U.S. Citizen? Yes 99.3%, No 0.7%

(1)

21. Do You have a Physical Disability? Yes 99.3%, No 0.7%

22. Military Service: Yes 4.0%, No 96.0%

23. Employment Record:

| Type of Job- | (1)* | (2) | (3) |
|---|---|---|---|
| 0-Professional | 0.2% | 0.1% | 0.7% |
| 1-Technical or Managerial | 0.4% | 1.4% | 0.7% |
| 2-Clerical | 11.7% | 25.2% | 8.5% |
| 3-Service | 54.7% | 32.0% | 21.0% |
| 4-Farming, Fishery, Forestry and Related | 0.5% | 0.3% | 0.4% |
| 5-Processing | 15.0% | 20.0% | 7.7% |
| 6-Machine Trade | 3.2% | 2.7% | 22.8% |
| 7-Bench | 2.0% | 11.0% | 3.1% |
| 8-Structural Work | 1.7% | 2.0% | 24.3% |
| 9-Miscellaneous | 10.5% | 5.7% | 10.9% |
| Length- Less than 1 Year | 72.6% | 68.6% | 61.3% |
| 1 - 3 Years | 26.2% | 27.2% | 26.0% |
| 3 Years over | 1.2% | 4.2% | 12.7% |

* Most Recent Job

Although a number of churches and other agencies operate programs in the Pruitt-Igoe section, it is highly doubtful whether a program such as the St. Louis Project could perform an effective serve to the community. There is too little large family housing available in an area. Pruitt-Igoe is composed mostly of public housing, has a large racial imbalance. It is doubtful if the community would accept a unit living within its boundaries. There is evidence of some serious hostility toward the whites in the area. However, if a unit were to be composed of mostly Negroes it could conceivably become a successful unit. At this time it is not advisable to risk the success of the project by trying to establish in this sub-city area. Although Pruitt-Igoe probably is in the most serious condition of community disorganization, the prognosis of the St. Louis Project making a significant impact is extremely tenuous. It is therefore, one of the least likely of the sub-city areas, to be used.

(1) This figure although completely reversed from other distributions, is, nevertheless, that given by HDC.

E. Yeatman District and Model Cities Yeatman Sub-City:

The boundaries of the Yeatman Sub-city are considerable smaller than the HDC district boundaries. The Yeatman Area (HDC) contains approximately 62,500 inhabitants. It contains many multiple dwelling units mostly dilapidated or seriously deteriorating. The population is virtually all Negro. There is a high crime rate and low health standards, high unemployment rate. The 1960 census indicated:

(1) 41.5% of all families had incomes less than $3.000.00
(2) 62.1% of persons over 25 had less than 8 years of school
(3) 9.8 % of males over 14 in the labor force were unemployed
(4) 43.0% of all housing units were sub standard
(5) 76.0% of all residents were Negro

Further evidence indicates that the population has decreased in total size since 1960 (from 71,335 in 1960 to 62,426 in 1965). However, there has been a sizable increase in the Negro population. The Yeatman Sub-City figures show the same trends but on smaller scale. The total population in 1960 was 25,528 with 2,070 white and 23,458 Negro. In 1965 the total population was estimated at 21,817 with 3,954 white and 17,863 Negro. This is distributed in percentage figures to Negro 82% and White 18%.

A number of agencies serve the Yeatman Area of which some are: Jefferson-Cass Health center, Maternal and Child Health clinics, Child Guidance centers, John Cochran Veterans Hospital, Father Dempsey's Charity Workshops for unemployable men, and a host of other agencies.

Several HDC programs are active in the area including Neighborhood Action Program, Civil Legal Aid, Voluntary Improvement (VIP), Family Planning, and Comprehensive Manpower Program (CMP), Headstart and Concentrated Employment Program (CEP).

The Yeatman District has the general characteristics of the Pruitt-Igoe area but is geographically considerably larger. It is the largest of the five sub cities areas and represents some of the most difficult area problems. The area contains a strong black nationalist group and other militant organizations. This organization would not be amenable to a unit entering the area, nor would they be inclined to cooperate in the solution of problems with such a unit

once it did locate there. The facts discovered by the Socio-Demographic survey indicate the following information.

1. Race: Caucasian 3.9%, Negro 95.6%, Other 0.5%

2. Sex: Male 37.4%, Female 62.6%

3. Marital Status:

| | |
|---|---|
| Single | 37.9% |
| Married | 36.6% |
| Divorced | 5.1% |
| Separated | 13.5% |
| Widow(er) | 3.9% |

4. Highest Grade Completed:

| | |
|---|---|
| Under 4 | 2.7% |
| 4-8 | 23.2% |
| 9-11 | 48.6% |
| 12 | 20.9% |
| Over 12 | 4.6% |

5. Type of Residence:

| | |
|---|---|
| Home &/or Flat | 47.3% |
| Apartment | 47.0% |
| Rooms | 4.9% |
| Institutional Residence | 0.1% |
| Other | 0.7% |

6. How Long at Present Address

| | |
|---|---|
| 0-6 Months | 36.2% |
| 0.5-1 Year | 37.4% |
| 1-5 Years | 13.5% |
| 5-10 Years | 11.1% |
| 10 Years over | 1.8% |

7. How long in St. Louis Area:

| | |
|---|---|
| 0-6 Months | 3.1% |
| 0.5-1 Year | 0.7% |
| 1-5 Years | 9.7% |
| 5-10 Years | 10.5% |
| 10 Years over | 76.0% |

8. Are You the Head of the Household or family. Yes 39.7%, No 60.3%

If no, What is Your Relationship the Head of Family or Household:

| | |
|---|---|
| Wife | 2.5% |
| Son | 2.0% |
| Daughter | 2.9% |
| Other | 92.6% (Combines "Other" and "no Response") |

9. Write in the Age of each Person in Your Household or Family:

| | |
|---|---|
| 1-5 | 2.5% |
| 6-9 | 19.4% |
| 10-19 | 20.8% |
| 20-29 | 28.2% |
| 30-39 | 13.4% |
| 40-49 | 9.4% |
| 50-59 | 4.0% |
| 60 over | 2.3% |

10. Are you Employed? Yes 43.6%, No 56.4%

If Yes, How Many Hours per week do You Work? (1)

| | |
|---|---|
| 0-15 | 37.6% |
| 16-35 | 1.6% |
| 35 over | 30.8% |

11. Current or Previous Type of Occupation:

| | |
|---|---|
| Professional, Technical, or Managerial | 3.1% |
| Clerical | 8.4% |
| Sales | 4.6% |
| Manufacturing or Construction | 13.4% |
| Service | 47.6% |
| Miscellaneous | 11.3% |
| None | 11.6% |

12. How Long Have You Been Unemployed?

| | |
|---|---|
| 0-3 Months | 25.4% |
| 3-6 Months | 33.2% |
| 6-12 Months | 3.6% |
| 12 Months over | 37.8% |

(1) Per cent of those responding

13. Are You Looking for Work Now? Yes 25.4%, No 31.6%

If Yes, Are You Looking for: Fulltime 86.7%, Partime 13.3%

14. If You Are Not Working, Are You:

| | |
|---|---|
| Just Starting to Looking for Work | 36.0% |
| Unable to Find Work | 36.7% |
| Sick or Injured | 2.8% |
| Busy Caring for Family | 7.5% |
| Retired | 0.2% |
| Other | 16.8% |

15. Do You Receive Income From any of the Following Sources

| | |
|---|---|
| Odd jobs | 4.2% |
| Job Pension | 0.2% |
| Aid to Dependent Children | 11.1% |
| Old Age Assistance | 0.8% |
| Social Security | 3.7% |
| Child Support | 3.7% |
| Veteran's Administration | 0.5% |
| Unemployment Compensation | 1.5% |
| Other Public Assistance | 1.1% |
| Miscellaneous | 0.6% |
| None | 72.6% |

16. What is the Total Yearly Family or Household Income?

| | |
|---|---|
| Less Than $1,000 | 10.5% |
| $1,000-1,499 | 2.5% |
| $1,500-2,999 | 3.6% |
| $3,000 over | 83.8% |

17. What is Your Weekly Total Earned Income if Employed:

| | |
|---|---|
| Less Than $20 | 12.4% |
| $20-35 | 0.9% |
| $35-50 | 0.9% |
| $50-75 | 0.0% |
| $75 over | 85.8% |

18. Have you Ever Been Convicted? Yes 7.1%, No 92.9%

19. Do You Have: Driver's License - Yes 95.6%, No 4.4%
Chauffer's License - Yes 0.4%, No 99.6%
Transportation to Work - Yes 82.7%, No 17.3%

20. Are You a U.S. Citizen? Yes 99.4%, No 0.6%

21. Do You Have a Physical Disability: Yes 22.4%, No 77.6%

22. Military Service: Yes 1.7%, No 98.3%

23. Employment Records

| Type of Job- | (1)* | (2) | (2) |
|---|---|---|---|
| 0-Professional | 0.5% | 0.3% | 0.0% |
| 1-Technical or Managerial | 2.6% | 2.4% | 0.1% |
| 2-Clerical | 9.4% | 37.2% | 23.6% |
| 3-Service | 33.1% | 24.0% | 9.4% |
| 4-Farming, Fishery, Forestry and Related | 0.2% | 0.0% | 0.0% |
| 5-Processing | 4.0% | 9.1% | 1.9% |
| 6-Machine Trade | 8.7% | 0.4% | 15.0% |
| 7-Bench | 3.0% | 0.9% | 0.3% |
| 8-Structural Work | 0.5% | 0.1% | 7.9% |
| 9-Miscellaneous | 38.0% | 17.6% | 41.9% |
| | | | |
| Length- Less Than 1 Year | 44.1% | 50.9% | 56.1% |
| 1 - 3 Years | 55.4% | 47.1% | 35.3% |
| 3 Years over | 0.5% | 2.7% | 8.6% |
| | | | |
| Reason Left - Quit | 6.6% | % | % |
| Fired | 26.7% | % | % |
| Laid Off | 66.7% | % | % |
| Other | 0.0% | % | % |

* Most Recent Job

Although the configuration of the area is similar to Pruitt-Igoe and has many of the same problems, and although it could use to good advantage such facilities as would be provided by the

establishment of such a unit, it is highly unlikely that the first unit would be successful if Yeatman were chosen for the pilot program.

However, an all Negro unit might be capable of successful enclave which would work effectively. This would necessitate choosing highly skilled Negro students but also highly skilled Negro faculty, and since the situation might prove to be so volatile it would be really defeating the basic intent of the project since many of the Negroes who would be in the unit would have wide experience in city living and life style previously.

Thus Yeatman because of its peculiar configuration and present state of Neighborhood development would not be the most advisable area in which to locate.

Yeatman is another case of need being present, but the utilization of outside resources at this time would not prove to be effective.

In order to have better criteria of the considerations for site choice, a detailed block analysis was performed. This analysis of the ecology of the street is important for final decision. A more detailed analysis of the community attitude would be required once the site choices had been reduced to three or four possibilities.

As an example of the type of ecology best suited to the project needs, the streets, Warren, Montgomery, and Benton between 22nd and 23rd were chosen. Although these streets indicate the needs that the St. Louis Project might successfully meet, they do not necessarily mean that they would be the actual streets on which the project would be located.

## SITE LOCATION

The research indicates two very important facts. That the St. Louis Project is a viable project with a high level of feasibility provided that the site is carefully chosen and chosen in conjunction with the existing agencies now at work in the several areas. It also indicates that the project will have its highest level of effectiveness both to the students and faculty and the people in the community if it cooperates fully with the Model Cities Program.

From the standpoint of the students the best area would be somewhere in the Murphy-Blair area where there is a predomance of whites. This would obviate the possibility of any Negro hostility being perpetrated against the students. But the areas of greatest need are Pruitt-Igoe and Yeatman. In order to serve the most possible diffuse area and still maintain the strict purpose of project to serve as much as learn, there is only one place which brings the major focus of all the advantages. This place is somewhere in the vicinity of Cass and Twentieth Street. It will be noted by examining the Sub-City map on page 31 that the point at which these two streets intersect is also the only point in the five sub-city areas where four of the areas come together. Literally if one stood in the middle of Cass and Twentieth Street he would be surrounded by four of the five sub-city areas.

It is here or near here that the first project most likely should be located. However, housing is another major consideration. There are no available units large enough to accomodate a project of more than a few students.

It will be necessary for some further research to be performed once the project has been accepted by those members of the faculty, student body and administration most intimately concerned with the project.

One method to perform the additional research would be to send a team of four students and one faculty member as a pilot unit to live in the area and attempt to find out what sort of reaction the community will have to this project. This could be done for one semester and then the project will have the final data necessary to insure its success.

The streets Warren, Montgomery and Benton between 22nd and 23rd Streets, are located in the Montgomery Hyde-Park Sub-City area. The three blocks selected are in the primary transition area in this sub-city.

The area consists of two and three-story apartment houses: 20% of which are owner-occupied, 10% are vacant housing, 50% of the housing units are deteriorated and 7% dilapidated. The median value of owner-occupied housing is $6600; the median rent charged is $56 per week. The total population 1960 census is 12,014; non-white population is 1088. The percent of non-white population to the total population is

10%. The median for years of education among the residents of the area is 8.3 years. The percentage of unemployment in the male civilian work force is 5.1%.

Of the 26 census districts which comprise the city of St. Louis, this area ranks ninth in family income under $3,000; the median family income is $4,600. It ranks fourth in births; as of 1965, the birth rate was 25.4 per 1000. The death rate was 12.8 per 1000. It ranks tenth in infant mortality; the infant death rate after live births as of 1965 was 42.4 per thousand. In amount of deliquency, it ranks eighth: 36.2 per 1000 for ages 0 - 16.

The proposed site of Benton, Warren and Montgomery Street is suggested as a possibility for MacMurray St. Louis Project because of its strategic proximity to the Negro ghettos extending from Cass to Madison Streets. It is now being assisted in its rehabilitation by the Webster Mullanphy Center, five blocks south of the proposed area of Benton, Warren and Montgomery Streets. South of this sub-city are situated the City Project Puritt-Igoe houses which have facilities to house 12,000. To the southwest is predominately Negro area. As it is now, the Negro population is moving into these areas at a rapid rate. Negro immigration into this area has so far produced a breakdown in the stability of the community and has contributed to the expansion of the ghetto.

The proposed area would be deliberately situated in the direct path of this movement. The objective is to stabilize the integration of this area. The proposed area has the further advantage of not being seriously deteriorated; thus the cost of rehabilitation would be minimized. Nevertheless, the area has a definite lack of community organizations and social welfare agencies operating effectively. Some more specific reasons for selection of this area are:

1. The area has certain physical potentialities: the brick townhouses are of the distinctive quality of a markedly creative period in St. Louis architecture.
2. In the three blocks there are at least twelve buildings for sale at present.
3. There are also a number of abandoned stores; a bakery, dry goods store, and hardware store which are in satisfactory operating condition. These units could be reestablished as parts of the community effecting economic stability and hopefully could be operated later by private enterpreneurs, thus effecting economic stability.

The previous operators of these establishments have retired and have not yet been replaced. The reintroduction of private enterprises is consistent with Model City plans in creating local participation in enterprise of the immediate area.

Benton St. Between 22nd and 23rd

| house numbers and description South Side | |
|---|---|
| 2200 | |
| 2202-04 | 4 apts, white |
| 2206-08 | white apts walk-up outside back |
| 2210 | 3 apts good condition |
| 2212-16 | 3 stories very poor white 6 apts bad condition 2 for rent |
| 2218 | 4 apts white |
| 2220 | abandoned 2 story store |
| 2222 | 2 story 2 apts |
| 2226 | wrecked |
| 2228 | wrecked |
| 2234-38 | 2 story and some yard |
| 2240-42 | 2 story 4 apt Zoned B Keating Realty |
| 2244 | small store |
| 2246 | abandoned 3 story |

| house number and description North Side | |
|---|---|
| 2201 | grocery store 2 story |
| 2203 | 4 apts lived in |
| 2205 | 2 story lived in |
| 2207-09 | 10 apts 5 abandoned |
| 2213-11 | occupied all negro |
| 2217 | 3 story abandon hotel-type 1st floor old warehouse |
| 2221- | 2 story 2 apts yard white for sale by Duerbeck realtor PA7-4341 |
| 2227 | 2 story yard with trees |
| 2231 | furnished apt for rent 3 story White Wm Hoffman Realtor furnished apt for rent |
| 2233 | North St. Louis Iron Works decorative iron work |
| 2237-39 | Negro 2 apts for rent 6 apts in all Harry Fine realtor |
| 2243-41 | White 2 story good solid brick 4 apts 2 studio apts roof needs repair |
| Benton Hardware | 3 story 100ft length good apts. |

## Warren St. Between 22nd and 23rd

| Street number and description South Side | |
|---|---|
| 2257-47 | 8 apts 2 studios white family |
| 2245-1 | 2 apts 2 story 2nd story back entrance remodeled and painted for sale by K & T Rlts. |
| 2239 | Empty for sale by K&T poor condition |
| 2237-35 | 2 stories and apts occupied |
| 2233-1 | 2 apts and stories attics good condition except wooden back porches |
| 2229 | brick house single unit |
| 2227 | 2 apts front yard shrubs trees |
| 2225 | remodeled 2 story brick |
| 2223 | large brick home 80 ft wide lot and flowers |
| 2221 | bottom floor occupied 2 floors (very poor white) |
| 2215 | 2 apts same as above |
| 2211 | old brick home well kept |
| 2209 | large 2 apts very poor white only one floor occupied |

| Street number and description North Side | |
|---|---|
| 2246 | 2 story brick bldg. white families house very deep some yard |
| 2242 | For sale by K&T 2 apt brick set back 23 ft from sidewalk |
| 2240 | For rent by Brune - 2nd floor 2nd story 2 apts 1st floor mixed family |
| 2238 | 2 story for sale outside back entrance to 3rd story studio apt 3rd good condition storm windows |
| 2236 | 3 story 3 apt units good condition for sale by K&T side entrance |
| 2234 | good condition 2 apts studio for sale by S&G |
| 2228-30 | 6 apts 4 occupants good condition 3 stories |
| 2224-6 | in good condition 3 stories back entrance |
| 2222 | attic 2 floor and apts back entrance buyer wanted K&T |
| 2220 | 3 stories |
| 2216-18 | 4 apts |
| 2212-24 | identical bldgs. |

Note: Most houses showed United Fund Stickers, Brick Sidewalks, wide tree lined street.

## Montgomery Street Between 22nd and 23rd

| house number and description<br>West Side | |
|---|---|
| 2147 | grocery store 8 windows 2 stories above no side windows back entrance and porch side yard |
| 2145 | 3 stories 8 front windows vacant |
| Alley between houses | |
| 2143 | 2 stories small attic windows occupied side yard |
| 2141-39 | 4 apts brick 1 apt upstairs for rent |
| 2137 | small brick house front porch |
| 2135 | red brick house 3 rooms for rent 4 windows 1 or 2 vacant all same style |
| 2211 | 2 story brick little front yard |
| 2209 | 2 story brick |
| 2207 | 3 story small side alley |
| Large building on corner | store at corner front 3 stories vacant |

| house number and description<br>East Side | |
|---|---|
| 2248-42 | 2 story brick 9 windows on top 4 front entrances yard in back |
| 2238 | 1 story brick side entrance large side yard fenced 3 furnished rooms for rent |
| 2228-4 | 2 story brick small separation between houses for rear entrance |
| 2222 | set back on lawn 2 or 3 apts long front yard brick |
| 2218 | 1 story brick apt big side yard fenced |
| 2214 | 1 story frame house side entrance porch in back |
| Alley | |
| Large warehouse | quite long one story |

An example of a suitable house in the proposed area is located at 2234 Warren Street. The house is listed with S&G Realty Inc., EV 2-6526 and the asking price is $5,950. Presently, taxes are $106 per year. The house is a brick structure with a stone foundation of approximately 15 x 54 feet on a 20 x 111 foot lot.

The external and internal appearance of the house indicates a sound structure. At the rear of the house is a two-car garage which is in good condition. The garage is separated from the house by a back yard brick patio which is enclosed by a chainlink fence. There are three to four feet between neighboring houses on either side.

There is a fairly sound outside rear wooden staircase which is the only entrance to the second and third floors. The stairway originates in an outside open porch; there is no steel fire-escape or other exit. The roof of the house meets the building code standards.

The first floor, which is presently occupied and is in excellent condition, rents for $40 a month. It consists of three rooms and a bath and has ceiling fixtures, dry walls and storm windows as does the second floor. As in the rest of the house, the first floor has 11-12 foot ceilings, poor electrical wiring, and tenant-owned space heating. The unoccupied second floor also consists of three rooms and a bath and was last rented for $45 per month.

The third floor is unfinished with the exception of a small room at one end. This room contains a half bath, has a sound floor and storm windows. The remainder of the third floor, which has brick walls and exposed beams, could be finished to serve as living space or simply painted for use as a study hall or discussion room.

As a typical structure, this house provides excellent opportunities for living space on the first and second floors and study discussion rooms in the basement and third floor.

The only mechanics necessary to place the project in operation is to notify one or more the agencies in the Sub-City Areas giving them general descriptions of the kind of property necessary for the project and ask their assistance in finding such dwellings. This should not take much time and once a suitable site has been chosen, by the continuing committee of faculty, students and administrators, the project can get underway.

It remains now to outline briefly the field work aspect and community participation phase of the project.

## PART THREE:

## Social Service Opportunity

## Field Work and Community Participation

A minimum of twelve hours per week per person must be spent in field work. The work will best be performed through the social service agencies presently in the area. This program would be an integral part of the educational aspect of the project by giving students an insight into the problems of the 20th century city. As part of the over all program, the objectives of the field work component would supplement the class room work by an attempt to act in the city, i.e. stabilizing the neighborhood.

It should be emphasized that the project would not move into the neighborhood and impose standards upon the community, but rather use neighborhood resources to supplement and complement the talent already there. More specifically, this might well be handled in two ways:

1. Students could participate in internship programs with existing neighborhood and community organizations and social agencies.
2. The Project itself could build upon the existing programs of the area by instituting its own programs in cooperation with those already in operation.

The Project could develop programs in response to the needs of the neighborhood. These could fill gaps in the community's social structure which have not as yet been met by existing social agencies. They would not be initiated until relevant knowledge of the area was available through research and participation in existing neighborhood social agencies and involvement in the Model Cities Program. Here, as elsewhere in the project, the objective is to help develop a stable, self-sustaining and self-regenerating community. The participation in both types of programs would take place not on a one-to-one basis but on a group-to group basis. The rationale behind the group-to-group is to deal with the community as an entity and not as an unstructured aggregate of diffuse individual relationships. Among the opportunities for students to engage in supervized field work and internship programs are:

I. Social Research-in conjunction with the Model Cities Program and the Health and Welfare Department of St. Louis, valuable aid can be rendered by the students who would be able to give much time at a lower pay scale than others.
II. Child Welfare-each of the areas has need of young people to aid in homecare of children. Responsible baby sitting services can be rendered among others.
III. Adult Education-here in conjunction with the agencies at work in the areas, the students and faculty could be of significant aid in providing support and manpower to those programs.

IV. Work with Aged-students in their youthful zeal have frequently been shown to be the most effective in working with aged people. Here very often the simple concern of the young person for the older person is sufficient to redirect the old person who has lost the desire to live effectively.

V. Youth Agencies-the students could work very well with agencies such as the YMCA. The students would work well with recreation programs and render services in parks, evening programs for youth and other such programs.

VI. Special Education-here MacMurray can serve a unique purpose. Since MacMurray College has a program which leads to Deaf Education and Special Education certification in Mentally handicapped children, it could provide students who are highly skilled in these areas. The more advanced students could be serving both the community and the institution by interning in St. Louis at one of the many schools with such programs, or helping the parents of such children to better deal with their children and thus increase the family understanding.

VII. Social research-since this phase of study is so time consuming, the students and faculty both can render valuable service to any agency particularly the Model Cities Agency in a continuing research to more accurately delineate the needs and qualities of the neighborhoods.

VIII. Recreation Programs-naturally a group of enthusiastic college students can make the most effective recreation and athletic programs. They can organize games and activities not just for youth but for people of all ages.

IX. Consumer education-one of the most valuable services that can be rendered to a community is to help in educating both adults and youth in intelligent buying habits and quantity and quality analysis. The students and faculty can aid in communicating sound and economic buying habits and consumer techniques.

X. Instant Mother Services-because many of the hours spent in the field work areas will be divided up into short segments it could be a valuable adjunct to the existing programs if responsible baby sitters were available when emergencies arise within the home. A quick call to any clearing house group would have a young man or young women almost immediately available to the parent.

XI. Tutorial programs-MacMurray College has for three years now had (fully student organized) a tutorial program. This program is a strictly voluntary operation where the students take over a junior high or high school person. A student is assigned who has special qualities in the areas in which the youth is deficient. He then works with him helping him develop study habits, or proficiency in the area in which he was previously weak. This

Program in cooperation with the classroom teacher who identifies and refers, has been immensely effective in the Jacksonville schools. Many teachers have noted an almost immediate positive change in the child. Some students have become so proficient that they have raised their averages from a very low grade to A.

These and many other programs suggested by the various agencies will be the proper subject for field work. The student by participating in existing social service agencies will not only gain valuable experience but he will also acquire research data which would enable those agencies to determine the future needs of the neighborhoods.

PART FOUR

Conclusion

## Conclusions and Consideration of Plan IV

The research has indicated that surely the most difficult administrative problem which will be encountered will be that of feeding the students and faculty members. Using 40 students and 3 faculty members as the number involved the following computations and estimates have been submitted by the Director of Auxiliary Services of MacMurray College. Several possibilities are evident.

Plan A: Feeding in the Homes (5)

Number of meals: 14
Feeding place : Five separate houses (one small kitchen in each unit)
Where to cook : Largest kitchen of the 5 houses
Transportation of food: Yes
Staff required : 2 cooks, truck driver (students responsible for serving and cleaning up after themselves)
Breakfast : responsibility of each student
Lunch and dinner : on the premises
Estimated cost per week:

| | |
|---|---|
| Labor: | 400.00 |
| Food : | 600.00 |
| Paper supplies: | 60.00 |
| Truck maintenance: | 30.00 |
| Breakfast subsistence: | 43.00 |
| Total cost per week: | 1,133.00 PLUS EQUIPMENT |

Plan B: Feeding in one Home

Number of meals: 14
Feeding place : 1 house
Where to cook : 1 house (same as cooking place) Also houses staff
Transportation of food: No
Staff required : 2 cooks, 1 porter
Meals (Same as above)
Estimated cost per week:

| | |
|---|---|
| Labor: | 400.00 |
| Food: | 600.00 |
| Paper supplies: | 60.00 |
| Breakfast subsistence: | 43.00 |
| Total cost per week: | 1,103.00 PLUS EQUIPMENT |

Plan C: Catered Service

Number of meals: 14
Feeding place : 1 house
Where to cook : none (Meals catered)

Staff needed: None (Catering company would be responsible for everything)
Meals: same as above
Estimated cost per week:
Breakfast subsistence: 43.00
Catered meals: 1806.00
Total cost per week: 1850.00 NO EQUIPMENT

Plan D: Subsistence in excess of standard tuition payment:
Number of meals: 21
Feeding place: Local restaurants (this will also give impetus to community participation)
Estimated cost per week:
Faculty subsistence: 105.00 per week (3 men at 5.00 per day)
Student subsistence: 840.00 per week (difference between normal rate for food and 5.00 day subsistence)

Plan D represents the most feasible solution. There is a very high frequency of "no-show" among cooking professionals. It is not feasible economically to staff for three meals per day, for this small a group. It is even highly questionable whether or not a catering service would be willing to cater three meals a day.

Above these considerations are even more important ones. With a subsistence allocation such problems of staffing, rodent control, food poisoning, sanitation standards, menu planning and supervision of staff would be omitted. In the normal house the project simply could not satisfy the local health requirements without an extensive outlay of capital for sterilizing equipment etc.

The costs for setting up a kitchen sufficient to satisfy the needs of good sanitation and proper food handling would be:
Equipment purchase: $7,000.00
Refrigerator: $1,600.00
Ovens, grills, fryers: $4,000.00
Miscellaneous equip: $1,400.00

Since the student would be paying approximately 2.00 per day or 14.00/week for food in his normal tuition outlay, the additional expense could be handled by scholarship orlloan or by voluntary outlay on the part of the student. It could also be dealt with by simply not charging him for his board and letting

him take care of his meals personally. His rent would be used to pay for the upkeep of the building.

This would permit the minimum outlay of capital and insure at least the trial period of the project, costing the colleges the rent for the buildings plus a meal subsistence for the faculty only.

The normal tuition charge for each student would cover the living expenses for the project, since the room and board fee would be in excess of what would be required to rent and feed each student. As has been stated before the only drawback to this program is the loss of the faculty member to a smaller number of contact hours with students. Because of the vast benefits to the community, and to the students, this does not seem to be any more unreasonable than if a faculty member were to limit his classes in the normal teaching load. The small liberal arts colleges often do this and further the small class in a plus factor in the entire educational spectrum.

Two other elements of research need be stated. They cannot be accomplished until such time as the program is accepted and implemented. The first aspect is to design and administer a series of psychological tests which would at least lend some element of predictability for success insofar as choosing the proper type of student for the initial program. Many students have indicated a strong desire to participate in the project. The administrative committee, which will be the final control factor in the decisions pertinent to the St. Louis project, should have results of these tests in order to select the best students. The department of psychology has agreed to formulate such a series of tests when the time comes.

The other element to be considered is sex distribution. This can present a problem in that some housing may not lend itself readily to mixed housing arrangements. This matter cannot be decided upon until such time as the actual houses are chosen and then the matter should be taken into account.

Plan IV which is really an alternative plan to Plan III is designed to rent the property in an area similar to that which was detailed earlier. However, rather than to attempt elaborate living facilities to simply rent in close proximity ten apartments which would accommodate up to four students each. These would be in either a large house or in several smaller units. Then the students would be responsible for their own meals, with no attempt made to participate in communal meals. This could be accomplished by reducing the tuition rate by the amount usually allocated for meals ($2.00 per day approx.) The amount usually allocated for room rent would be paid to the college and used for the rental on the property in St. Louis.

The amount normally paid by a student for room and board for one semester if $450.00. This amounts to $18,000.00 for one semester for forty students. This amount would be more than adequate to pay the rent on sufficient housing and to allow for a subsidy for meals to all the students.

The tuition would cover the other expenses for faculty etc. Once the unit was established, each semester a certain minimum number of students could be required in order to continue the project. Should there not be sufficient interest on the part of the student body to insure a minimum number of students, then the property could be rented temporarily to non-students using the advice and guidance of the corporations in the neighborhoods responsible for rehabilitation.

Thus the research has indicated that no matter how small the involvement a desirable plan can be suggested which makes it feasible for a small liberal arts college to make positive incursions into any urban situation and to render significant aid and support to various programs such as the Model Cities Program.

Lengthy interviews with leading researchers in the St. Louis Area, (Dr. Robert Bogaslaw, Chairman Department of Sociology, Washington University, and Mrs. Elizabeth Kleindienst, Director of Planning Model City Agency, plus others such as Dr. Richard Muth, Professor of Economics and Director of the Urban Research Institute Washington Univ., and Mr. Arthur Stickgold Center for Urban Studies St. Louis University) not only indicate the feasibility of such a program, but that the program is highly desirable and sorely needed in the area. The above mentioned people and many others would welcome our arrival just as soon as we could move into the community.

Furthermore the interviews indicate that to the knowledge of those above and others there is no such program either in operation or contemplated in the near future now in St. Louis.

These people also felt that the plan which would be the most feasible for the college at this time would be some variation of Plan III or Plan IV. Their considered opinion is that the college should not embark upon a large scale rehabilitation program until such time as the neighborhood has had time to adapt to the program and the students have had time to adapt to the neighborhood. Further the decision to rehabilitate should come from the corporate entities which are present in the neighborhoods and whose job it is to determine areas of most needed rehabilitation. This is a major consideration of the research staff of Model Cities program because many of the problems resident in the cities today were caused by poor coordinate control and little planning.

It remains then only for the administrative offices of the small college to give affirmative consideration to the program to embark on what has been called by members of the Model Cities Agency of St. Louis "a highly desirable and wholly welcome and creative idea, which can and should be implemented at all haste."

## APPENDIX A

### Supplemental Research Design After Decision to Implement

When the project has been accepted by the administration and faculty of the small college, there are still some phases of the research which should be completed.

First, prior to actually placing the unit in residence, four students and one faculty member should be sent to the city to live for a time in the areas which are the most likely sub-cities of the Model Cities Target Area. This will bring a more practical dimention to the final site selection. These people can effect an on-premises inspection of those areas in which the project has the best possible chances for complete success.

Second, small colleges with quality programs should then be approached by either the development officer or the President of the initiating college in an effort to invite either students or faculty to participate in the project. Although MacMurray College would be the primary institution, this invitation would involve the other colleges even in the pilot study to bring a fuller perspective. The pilot project should be held to 10 students and 1 faculty member for at least the first year. This would minimize the college's initial involvement but provide enough sound research data to determine whether or not the plan can be worked out on a permanent basis. By establishing a pilot unit such as this estimates of costs will be translated into more concrete expenses. These figures will then indicate whether the original estimates are high or low. The pilot program will also show any hidden costs which were not originally anticipated in the Feasibility Study.

Third, the administrative committee composed of students, faculty and administrators will then have the feasibility study, plus the results of the pilot study by the end of the spring semester 1969. This program can then be evaluated by them and reported on further, thus giving some more research data and opportunity to work out any further unanticipated problems.

Fourth, during this period of time academic criteria and psychological testing with some follow-up data can be utilized to more effectively evaluate the project. Such tests which would indicate degree of stress, developmental problems directly attributable to the close and intense living style may be more fully evaluated while the project is in progress during the pilot period.

Fifth, reputational studies can then be made of residents in the neighborhoods to determine the exact degree of acceptance which they have

given the project. Behavioral problems can be observed such as the acceptance of women and men, housing arrangements, and the amount of actual interaction between the pilot unit and the neighborhood residents and agencies functioning in the area.

At the conclusion of the pilot period, a supplemental evaluation report should be filed with the original research contract. The total document then would provide the development officer or the President of the college with a thorough analysis of the Project for funding possibilities on a much broader scope. It would also provide the Department of Health, Education and Welfare Office of Education with an analysis of a working model for a more complete appraisal of this feasibility study.

The St. Louis Project is at present in a position to be implemented further and now awaits an administrative decision to use the supplemental research design phase of the Feasibility Study either in total or in part.